

# INSPECTION REPORT

## **WADDINGHAM PRIMARY SCHOOL**

Waddingham

LEA area: Lincolnshire

Unique reference number: 120485

Headteacher: Miss S J Marsden

Lead inspector: Mr A J Dobell

Dates of inspection: 6<sup>th</sup> - 8<sup>th</sup> June 2005

Inspection number: 268185

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	75
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P Cook
Date of previous inspection:	June 1999

## **CHARACTERISTICS OF THE SCHOOL**

This very small primary school draws its pupils from local villages in North Lincolnshire. When children enter the Reception class, their levels of understanding and skills cover a wide range but are below average overall. Pupils come from a range of backgrounds, but a number experience high levels of socio-economic disadvantage. All pupils come from white, western European backgrounds, and none speaks English as an additional language.

The school has 75 pupils on roll from the Reception class to Year 6 and all attend full time. Nine pupils are on the school's register of special educational needs, including one with a statement of special educational needs and these are average proportions. The special educational needs include specific learning difficulties and moderate learning difficulties. An above-average proportion of pupils either join or leave the school during the course of the year, but there is no evidence that this has an adverse effect on standards. The school gained a Schools Achievement Award in 2000 and is working towards the Healthy Schools Award and Investors in People status.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10373	Mr A J Dobell	Lead inspector	English Mathematics Music Physical education Personal, social and health education and citizenship
19374	Mrs W Sheehan	Lay inspector	
16761	Mr M Hemmings	Team inspector	The Foundation Stage Special educational needs Science Information and communication technology Art and design Design and technology Geography History Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a satisfactory school** giving satisfactory value for money. Pupils are now achieving well because the quality of teaching is good overall. Good relationships lead to pupils having good attitudes to learning. Good leadership from the headteacher is enabling the school to improve.

**The school's main strengths and weaknesses are:**

- Standards are improving well by the time that pupils leave the school because the quality of teaching is good overall.
- The headteacher, fully supported by the staff and the governing body, provides good leadership and management.
- Pupils' attitudes to learning and behaviour are good because relationships are good throughout the school.
- Pupils do not make enough progress by the end of Year 2 and the quality of their writing is unsatisfactory.
- Assessment procedures need to be sharper and more clearly focused.
- Pupils' personal development is good because they feel secure, valued and fully included in the school's activities.
- Parents and pupils have positive views of the school.

After the school's previous inspection in 1999, standards at the end of Year 6 worsened, but they are now improving again. There have been some significant improvements, for example in information and communication technology and the outdoor area for the Reception class. The school has dealt with the key issues from the previous inspection soundly and, overall, there has been satisfactory improvement since then.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E\* - in the bottom five per cent. Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Achievement is good** overall. It is satisfactory in the Reception class and Years 1 and 2, and good in Years 3 to 6. Pupils leaving the school in 2004 made poor progress in Years 3 to 6. However, pupils now in Years 3 to 6 are achieving well because they are being well taught. The school predicts that standards will improve well in the national tests at the end of Year 6 in 2005 to be close to the national average. Inspection evidence supports this view. In contrast, standards in the national tests at the end of Year 2 are likely to worsen in 2005, particularly in writing, because achievement for these pupils has been no better than satisfactory. Standards from year to year are affected by the small size of some year groups. For example, a year group with a higher proportion of pupils having special educational needs can depress standards significantly. Standards in information and communication technology and religious education are in line with expectations in Years 2 and 6. The school recognises that it needs to improve standards, in writing especially, by the end of Year 2.

**Pupils' personal qualities are good.** They behave well in and out of lessons and have good attitudes to learning. Pupils' spiritual, moral, social and cultural development is good. Attendance is below average, but punctuality is very good. There have been no recent exclusions.

## **QUALITY OF EDUCATION**

**The school offers a good quality education. Teaching and learning are good** overall. The quality of teaching is consistently good in Years 3 to 6, and satisfactory in the Reception class and Years 1 and 2, where higher-attaining pupils are not given sufficient challenge consistently. Assessment systems are at an early stage of development, and the school recognises that these need to be more focused.

The school provides a curriculum of sound quality. Opportunities for pupils to take part in activities out of class are good. Pupils with special educational needs receive sound support and their achievement is satisfactory. There are good arrangements for pupils' care and welfare and good relationships underpin pupils' good attitudes to learning. There are good links with parents, the local community and other schools.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher has been in post for one year and, as a key priority, has rapidly responded to the need to raise standards. This is being achieved and the school is now improving well from a low base. The headteacher has the full support of her colleagues who share her vision to enable pupils to reach their potential in a secure and stimulating learning environment. The school has a good commitment to equality and pupils are valued for what they can offer. Management is good overall and the school is becoming increasingly evaluative of its performance. Governors have a clear understanding of the school's strengths and potential for development and they ensure that it meets its legal requirements. Finances are managed efficiently and the principles of best value are practised effectively.

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

Parents and pupils have positive views of the school and parents are pleased with the way in which the school has improved in recent months. A minority of parents have some concerns about bullying, the information that they receive about their children's progress, and the quality of leadership and management. In discussion, pupils said the bullying was taken seriously and that the headteacher 'sorted it out'. Inspectors found that the school's systems for informing parents about progress were good, and found no evidence of bullying during the inspection. Inspectors believe that the headteacher is leading and managing the school well, and agree with parents' and pupils' other positive views.

## **IMPROVEMENTS NEEDED**

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

- Raise standards by the end of Year 2.
- Raise the quality of writing generally, but particularly by the end of Year 2.
- Make assessment and systems for tracking pupils' progress sharper and more clearly focused.

**In addition to these key issues, governors should consider the following concern when writing their action plan:**

- Improve attendance to the national average.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement is satisfactory in the Reception class and Years 1 and 2, and good in Years 3 to 6, regardless of gender or the pupils' capabilities, including those with special educational needs. Standards in reading and mathematics are average in Year 2, but those in writing are well below average. In Year 6, standards are average in English and mathematics and science.

#### Main strengths and weaknesses

- In recent years, standards in the national tests have generally been above average at the end of Year 2 and below average at the end of Year 6.
- Standards in Year 6 have improved this year because the school has put effective strategies into place.
- Higher-attaining pupils in Years 1 and 2 and in the Reception class are not challenged sufficiently in writing.
- Assessment systems are not yet sharp enough to raise standards systematically.

#### Commentary

1. In the national tests at the end of Year 2 in 2004, standards were well above average in reading, above average in mathematics and below average in writing. Teacher assessments judged standards in science to be above average. When compared with schools which draw their pupils from similar backgrounds, standards were above average in reading, average in mathematics and well below average in writing. Over the last five years, the trend of improvement in the school's standards has broadly equalled the national trend. Since pupils enter the school with below average levels of understanding in English and mathematics, these results represented good achievement for these pupils.
2. In the national tests at the end of Year 6 in 2004, standards were average in mathematics but well below average in English and science. When compared to schools in which pupils had reached similar standards in the national tests at the end of Year 2 in 2000, achievement was well below average in mathematics and in the bottom five per cent of such schools in English and science. These pupils had made poor progress in Years 3 to 6, and the trend of improvement in standards over the years 2000 to 2004 has been below the national trend.

#### **Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
reading	17.4 (15.7)	15.8 (15.7)
writing	13.5 (13.0)	14.6 (14.6)
mathematics	17.2 (15.5)	16.2 (16.3)

*There were 11 pupils in the year group. Figures in brackets are for the previous year.*

#### **Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	25.6 (27.6)	26.9 (26.8)
mathematics	27.5 (24.6)	27.0 (26.8)
science	26.1 (26.4)	28.6 (28.6)

*There were 13 pupils in the year group. Figures in brackets are for the previous year.*

3. Since taking up her appointment in April 2004, the headteacher has concentrated on raising standards in English and mathematics by the end of Year 6. This strategy has been successful because the quality of teaching is now good in Years 3 to 6. The school predicts that standards in the national tests at the end of Year 6 in 2005 will improve well and evidence from the inspection supports this. Pupils are likely to reach standards which are just below average in English, and average in mathematics and science. This good improvement in standards has come about because teachers have introduced learning activities which engage pupils' interest and enable them to build systematically on their prior levels of understanding. Pupils with special educational needs are given good support and so achieve soundly in relation to their previous levels of attainment. Because pupils are well taught, the school is in a good position to raise standards further in future years. Standards in information and communication technology, religious education, geography and history match expectations in Year 6.
4. Children enter the Reception Year with levels of understanding and skills that cover a wide range but are below average overall, particularly in literacy and numeracy. In previous years, they have achieved well and generally reached above average standards at the end of Year 2. In 2005, however, standards are likely to decline, particularly in writing. This is because pupils have not been given enough opportunities to practise their writing for different purposes, not only in English, but also in subjects such as religious education. The school has recognised this problem and has plans to focus on writing next year so that standards will rise in future years. Standards are likely to be average in reading and mathematics in the national tests at the end of Year 2 in 2005, and well below average in writing. No pupils are likely to attain the higher than expected Level 3 in writing because higher-attaining pupils have not been sufficiently challenged. Standards in science, information and communication technology, religious education, geography and history match expectations. Pupils in Year 2 have achieved satisfactorily in the Reception class and Years 1 and 2.
5. The school is in the early stages of developing systems to assess pupils' standards and track their progress. The systems introduced have begun to build up a useful picture of pupils' current standards, but do not yet enable the school to set targets for individual pupils to raise their standards in the short term, and then in the longer term. The school recognises that this is the next stage for the development of its assessment systems which are currently satisfactory. This development, together with the good standards of teaching now in place, will give the school good potential to raise standards in future years.

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

Pupils' attitudes to learning and behaviour are good, as is their personal development. Their spiritual, moral, social and cultural development is good overall. Attendance is below average, but punctuality is very good.

### **Main strengths and weaknesses**

- Good relationships between pupils and adults lead to pupils having good attitudes to learning because they feel valued.
- Most pupils behave well in and out of class so that there is a purposeful climate for learning.
- Good provision for pupils' spiritual, moral, social and cultural development underpins good personal development.
- Attendance is below average, largely because of holidays being taken in term time: punctuality is very good so classes start promptly.

### **Commentary**

6. Throughout the school, relationships between pupils and adults are good and teachers and teaching assistants know their pupils very well. As a result, pupils feel valued and secure in

the school and have good attitudes to learning, particularly in Years 3 to 6. They work with good levels of sustained interest and concentration when their attention is fully engaged by their learning activities. This happens when the work that they are set offers them a good level of challenge and teaching is stimulating and enthusiastic. Good attitudes to learning promote good achievement. Pupils with special educational needs mostly have good attitudes to learning and work with interest and enjoyment. Children in the Reception class are likely to meet the standards expected nationally in their personal, social and emotional development by the time that they join Year 1.

7. Pupils' behaviour in lessons and at play is good overall. Behaviour in lessons improves as pupils get older and is often very good in Years 5 and 6. In Years 3 and 4, a few pupils are inclined to chatter and lose concentration, but behaviour is good overall. Similarly, in Years 1 and 2, some pupils are inclined to chatter whenever there is a pause in learning and this slows the pace of the lesson. Overall, however, pupils co-operate well in lessons, and so learn well. At play, pupils are boisterous but friendly and enjoy each other's company. Good behaviour and very little bullying means that there have been no recent exclusions.
8. There is good provision for pupils' spiritual, moral, social and cultural development overall. Assemblies promote spiritual development well. For example, an assembly based on the story of the 'Good Samaritan' prompted pupils to think about their reactions to others' needs and about who their neighbours were. However, pupils are not given chances to reflect on their responses as a matter of routine and so opportunities to develop self-awareness are missed. Overall, spiritual development is satisfactory.
9. Pupils' moral development is very good. They learn to respect others' views and beliefs and, by the time that they leave the school, they have a very good appreciation of what is right and what is wrong. Social skills are developed effectively so that relationships between pupils and between pupils and adults are generally good, and pupils develop into confident young people, able and willing to express their views. A good range of after-school clubs and activities, a residential visit for Years 5 and 6, and links with other schools all promote social development well.
10. Pupils develop a good appreciation of their own cultural traditions and a good awareness of different religions throughout the world. Work in art and design helps pupils to appreciate the influence of different artists, for example Piet Mondrian, and a visiting local artist helps them to appreciate the role of the arts in their local community. However, their appreciation of the nature of multicultural society in the United Kingdom is insecure. Overall, cultural development is satisfactory.
11. Attendance is below average, and this adversely affects learning opportunities for those pupils with above average absences. A major reason for this is that many families work in agriculture and are unable to take family holidays during their busy summer period. The school monitors holiday absences very carefully. Day-to-day procedures for monitoring attendance are satisfactory and the school is in the process of improving these procedures to introduce a first-day contact system to follow up any unexplained absences. Pupils arrive very punctually so that learning starts promptly and smoothly each day.

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

Authorised absence		Unauthorised absence	
School data	6.0	School data	0.2
National data	5.1	National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides an education of good quality overall. Teaching is good in Years 3 to 6 and satisfactory in the Reception class and Years 1 and 2. The school provides a sound curriculum with good opportunities for enrichment outside lessons. Pupils are well cared for and relationships are good. There are good links with parents, the community and other schools.

### Teaching and learning

Teaching and learning are good overall and systems for assessing pupils' progress are satisfactory.

### Main strengths and weaknesses

- Pupils in Years 3 to 6 are given very good levels of encouragement and the teachers' very high expectations lead to learning of good quality.
- Teaching assistants are very effective in Years 3 to 6.
- Opportunities are lost to challenge and develop higher-attaining pupils in the Reception class and Years 1 and 2.
- Information and communication technology is used well to support learning in some lessons.
- There is good equality of access to learning overall.
- Assessment systems are in the early stages of development.

### Commentary

#### **Summary of teaching observed during the inspection in 24 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	4 (0%)	12 (0%)	8 (0%)	0 (0%)	0 (0%)	0 (0%)

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

12. In Years 3 to 6, teachers work hard to plan interesting learning activities which motivate and challenge pupils at different stages of learning. Stimulating teaching means that pupils work productively and learn effectively. In the lessons observed during the inspection, the quality of teaching was consistently good, and was very good in one lesson out of four in Years 3 to 6. In very good lessons, teaching is stimulating and enthusiastic, with very good pace and use of resources. Very effective questioning tests, extends, and reinforces pupils' understanding so that they achieve very well. Very good relationships in these lessons mean that pupils work with very good levels of sustained interest and concentration. They are consistently encouraged to give of their best.
13. In Years 3 to 6, teaching assistants are very effective in supporting learning. They work mostly, but not exclusively, with pupils who have special educational needs. In Years 3 and 4, for example, the teaching assistant often works with a small group of pupils with special educational needs. This enables them to achieve well because the work is carefully targeted to their individual needs. Overall, pupils with special educational needs make sound progress. Teaching assistants are regarded as full members of the teaching team and are fully aware of the learning objectives for each lesson. This enables them to move around the classroom, supporting learning as required. In Years 5 and 6, the teaching assistant makes notes of the contributions made by different pupils to discussions and their responses to questions so that their learning can be managed more effectively. In group sessions and individual work, she then moves around the different groups complementing the teacher in supporting learning. This is a very effective use of a valuable resource.
14. Teaching and learning are satisfactory overall in the Reception class and Years 1 and 2. Teaching is thorough and covers the needs of the National Curriculum in Years 1 and 2 and

the early learning goals in the Reception class. In the Reception Class class, there is an emphasis on free play both in class and in the outdoor area. In these sessions, however, opportunities are lost for purposeful learning through play. For example, outdoors, children will play football by choice, but they are not helped to control the ball and kick it carefully and accurately. Similarly, in water play in the classroom, opportunities are not taken to reinforce an early understanding of weight and capacity and the need to measure accurately. This adversely affects achievement, particularly for higher-attaining children. In Years 1 and 2, higher-attaining pupils are not given sufficient challenge and so do not achieve as well as they might. This is so, for example, in writing and mathematics.

15. Throughout the school, information and communication technology is used soundly to support learning. Teachers use computer-driven whiteboards in classrooms well to explain the learning that is to take place in lessons. This engages pupils' attention effectively so that they are clear about what they are to do when they go on to work individually or in groups. Pupils are given opportunities to use the whiteboards to develop learning points, which helps their confidence and competence in using information and communication technology, and also helps them to understand that this is now a valuable source of information for learning. Pupils use the computer suite both to learn information and communication technology skills and to use information and communication technology as a source of information for learning in other subjects. For example, Years 3 and 4 used the suite to try to establish when and where different religious groups meet in Lincolnshire. One useful outcome of this was that they discovered that the Internet will not always supply all the information that they might need.
16. The school has equality of opportunity and inclusion as a high priority. Overall, the school is inclusive and there is good equality of access to learning. For example, pupils with special educational needs are provided with work which matches their needs and so make sound progress. Teachers ensure that their learning activities are related to the targets in their individual education plans. Teaching assistants work very effectively with these pupils both in the classroom and in withdrawn groups. However, because higher-attaining pupils are not consistently challenged effectively in the Reception Year and Years 1 and 2, they do not have full opportunities to make the progress of which they are capable, and this adversely affects inclusion.
17. When the headteacher took up her appointment in April 2004, she quickly realised that the school needed to establish effective systems for assessing pupils' standards and tracking their progress in each year group. A good start has been made on this. 'First of the month books' were created and a piece of writing is collected in each month for each pupil and assessed in terms of the National Curriculum level it represents. Further, assessment portfolios are being developed for each pupil to build up samples of work in English, mathematics, science and information and communication technology. This work is sometimes assessed in terms of National Curriculum levels, but not always. In these ways, the school is building up a useful bank of evidence to evaluate the progress of individual pupils. The headteacher appreciates that this is a useful first step, and that the information now being collected needs to be used to set individual targets for pupils in English, mathematics and science so that their progress can be more effectively managed. Assessment is currently satisfactory, with good potential for improvement.
18. After the previous inspection, the quality of teaching and learning declined, but it is now improving again. The school is in a good position to build on the improvements achieved this year in Years 3 to 6, and so to raise standards by improving the quality of teaching and learning further.

## **The curriculum**

The curriculum is satisfactorily broad and balanced and meets all statutory requirements. A good range of extra-curricular activities enriches it. The accommodation is of good quality.

## **Main strengths and weaknesses**

- There are some good enrichment opportunities.
- The curriculum provides good equality of access and opportunity for all pupils.
- There are insufficient opportunities for pupils to use information and communication technology to support learning in other subjects.
- The school's accommodation is good and provides a welcoming learning environment.

## **Commentary**

19. The school has a satisfactory curriculum and has maintained its provision since the previous inspection. In the Reception class, pupils are given interesting and practical activities to help them to learn, although there is sometimes an imbalance between teacher-directed and child-initiated work. In Years 1 to 6, pupils are able to take part in a broad range of curricular opportunities. Strong emphasis is placed on developing pupils' literacy and numeracy skills. As a result, pupils in Years 3 to 6 achieve well in English and mathematics. There is a lack of systematic planning to enable pupils to practise and refine these literacy and numeracy skills across the curriculum. The science curriculum provides many opportunities for pupils to take part in practical investigations which help them to gain scientific skills in an interesting way. This makes a positive contribution to their personal development as they often work in pairs and small groups to solve problems.
20. The provision for information and communication technology has been improved by the creation of a computer suite and of a computer-operated whiteboard in each classroom. These are used well to teach basic skills in information and communication technology. However, there are insufficient opportunities to use information and communication technology to enhance learning across the curriculum. All pupils in Years 3 to 6 take part in swimming lessons. This helps to ensure that, by the time they leave school, all pupils can swim the nationally expected 25 metres and have a good knowledge of water safety. There is good provision for sex and relationships education, and drugs awareness.
21. The school is participating in local and national initiatives to enhance the curriculum, such as the Investors in People project and the Healthy Schools Initiative. These are having a positive effect on pupils' learning.
22. The curriculum is organised well, to ensure that all pupils have equal access to all learning opportunities. Pupils with special educational needs are given extra support to help them to meet the targets on their individual education plans. This enables them to make the same progress as other pupils. Curriculum planning is secure and helps pupils to develop their skills, knowledge and understanding progressively as they get older. It is being further developed to create closer links between subjects. This will allow pupils to use skills gained in one subject to support learning in others. Throughout school, pupils are suitably prepared for the next stages of their education.
23. There is a good range of activities to enrich the curriculum. These include extra-curricular activities such as drama, volleyball, and computer and music clubs. Pupils can also take part in a good number of visits, including a residential stay for older pupils, which provide significant learning opportunities. A range of visitors complements these visits; for example, historical characters and musicians have worked with pupils in developing a range of skills. The school is adequately staffed so that pupils' needs are met appropriately.

24. The school's accommodation is good overall and the recently-developed information and communication technology suite and outdoor learning area for children in the Reception class help to ensure that the delivery of the curriculum is effective. Resources are satisfactory overall for the teaching of all subjects and good resources are available to support the teaching of information and communication technology and physical education.

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

Procedures to ensure that pupils work in a safe environment are good. Good levels of support and guidance help pupils to develop maturity and independence. The school involves all pupils well by seeking and acting on their views.

### **Main strengths and weaknesses**

- The school monitors pupils' welfare well, helping them to feel confident and well cared for.
- Good procedures for induction help children in the Reception class and pupils in other years to settle in well.
- Pupils' views and opinions are listened to sensitively and the guidance given on how they should improve their work is satisfactory overall.

### **Commentary**

25. All staff in the school show considerable concern for pupils' welfare and know them well. Adults set pupils good examples in their own attitudes and, by Year 6, most pupils behave in a mature and responsible way. The majority of parents who replied to the questionnaire agreed that the school encourages maturity. The school ensures that regular health and safety checks are carried out and the governing body is effectively involved in supporting these arrangements through its health and safety committee. All staff have received first aid training and arrangements for first aid are good. The caretaker ensures that pupils benefit from a clean and attractive learning environment. Although thorough procedures, including risk assessments, are firmly in place to promote a safe learning environment, inspectors brought a concern to the attention of the headteacher during the inspection. There are good opportunities to ensure that pupils learn how to keep safe and healthy, for example through Health Promotion Weeks. Since the previous inspection, the school has introduced a school policy on child protection and restraint of pupils. Whole-school training on child protection has taken place this year and the headteacher has recently undertaken full child protection training. Staff are fully alert to the welfare of all pupils and carefully monitor any concerns.
26. Good induction procedures enable children to enjoy a smooth transition into the Reception class. The school has very close links with the neighbouring pre-school playgroup, which frequently joins with children in the Reception class to use the outdoor area. Pupils joining the school in other year groups are carefully monitored during their initial weeks. The vast majority of parents agree that induction arrangements are good.
27. Pupils' views are carefully listened to, for example through the school council, which has been effectively involved in discussions to improve outdoor play equipment. The school also uses questionnaires to seek the views of pupils. The guidance given to pupils to help them to achieve and make progress is satisfactory and plans are in place to develop it further. Marking in Years 3 to 6 generally provides pupils with helpful support on how to improve their work, and these classes have introduced short-term class targets for pupils in English and mathematics. The school recognises that these targets are still insufficiently precise to fully help pupils to make further progress. Arrangements for identifying and assessing pupils with special educational needs are satisfactory. The school liaises well with outside agencies when extra support is needed to meet these pupils' needs. Teachers have good relationships with pupils and are alert to any concerns that may affect their personal or academic development. All adults in the school know pupils well and support their personal development effectively by

acknowledging their contributions. For example, pupils who have worked successfully sit on chairs during assembly, rather than on the floor, in appreciation of their efforts.

28. The school's provision for pupils' care, guidance and support has been maintained at a good level since its previous inspection.

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

The school's partnership with parents is good, as are links with other schools and the community.

### **Main strengths and weaknesses**

- Parents' views of the school are generally positive.
- Information for parents is good and procedures to seek parents' views are fully in place.
- The school works in close partnership with local schools and the community.

### **Commentary**

29. Parental views collected through the parents' meeting held before the inspection and the questionnaires show that the majority are pleased with most aspects of the school. In particular, most parents feel that their children enjoy school, are expected to work hard and that they make good progress. Some parents expressed concerns about bullying in the school. In discussion, pupils said that they could always talk to an adult about any concerns and that these are listened to and any problems resolved. During the inspection, playtimes were monitored and no incidences of bullying were observed. Some parents felt that they received insufficient information about their children's progress. The school provides termly opportunities for parents to meet teachers and this is in line with what most schools do. The Friends of Waddingham School are very supportive and provide substantial funds to purchase extra equipment including, for example, web cameras and a projector.
30. The quality of the documentation that the school provides for parents is good. Pupils' annual reports are very detailed and provide appropriate information about their progress in all subjects and what they need to do to improve further. Parents of pupils with special educational needs are kept fully informed of their progress. The prospectus and governors' annual report to parents provide clear, detailed information and meet statutory requirements. Newsletters are sent out weekly and provide useful information about visits and school activities, and termly curriculum information on topics to be studied is helpfully provided. The school has held curriculum meetings, for example, on information and communication technology; however, disappointingly, few parents attended. Parents' views are sought regularly through questionnaires and informal discussions at the end of each day.
31. The school is located in a rural village but still takes good opportunities to promote links with the community, which help to broaden pupils' learning experiences. These include partnerships with Leeds United Football Club and a local Sainsbury's store. Within the immediate community, the school has developed strong links with the church and local parishes. Adult education classes are provided in the recently-completed computer suite. Satisfactory links exist with the neighbouring secondary schools to which pupils transfer. Good links exist with neighbouring primary schools and pupils compete in sporting and other activities against them. Through sharing staff and promoting joint training opportunities with neighbouring primary schools, the school maximises the effective use of its resources.
32. Partnerships with parents and the local community and neighbouring schools have remained a strength since the previous inspection. They help the school to promote a welcoming and co-operative learning environment.

## **LEADERSHIP AND MANAGEMENT**

The quality of leadership and management is good. The headteacher, well supported by her colleagues, is providing effective leadership. Governance is good and governors ensure that the school meets its legal obligations.

### **Main strengths and weaknesses**

- Purposeful leadership from the headteacher is enabling the school to improve well.
- Staff share the headteacher's vision for the school to improve.
- The school is becoming more evaluative with a view to raising standards systematically.
- Governors have a good understanding of the school's strength and weaknesses and are committed to improvement.
- Finances are managed well and the principles of best value are applied effectively.

### **Commentary**

33. On taking up her appointment in April 2004, the headteacher's first priority was to improve standards by the end of Year 6 and to introduce strategies to maintain above average standards throughout the school. After one year, standards in English, mathematics and science have improved in Year 6 and are now close to average, having been well below average in 2004. This good improvement has resulted from the headteacher's purposeful leadership and the support that she has received from her colleagues in Years 3 to 6. The concentration on Years 3 to 6 has coincided with a fall in standards in Years 1 and 2. The headteacher now has plans in place to raise standards by the end of Year 2 by 2006.
34. The headteacher's colleagues support her vision for the school. Essentially, this is to enable pupils to achieve their full potential academically while developing into confident and caring young people able to play a role in their community and the wider world. To achieve this, staff work hard to motivate pupils, especially in Years 3 to 6, so as to enable them to achieve well. They also provide a good range of opportunities for pupils' personal development so that they develop into mature and confident young people by the time that they leave the school. Inevitably, in a small school, each teacher has to lead and manage a number of subjects. Staff are relatively new to these roles so that, at this stage, the leadership and management of subjects is satisfactory overall. The management of the provision for pupils with special educational needs is satisfactory so that they make sound progress in relation to their previous attainment. However, the unity of purpose which now exists in the school means that there is good potential for further improvement.
35. As a means of achieving improvement, the school is becoming increasingly evaluative. The school improvement plan has a three-year timescale so that immediate priorities can be addressed in the context of longer-term development. This means that new priorities can be incorporated as circumstances change. For example, improving pupils' writing has been added to the second year of the plan. This pragmatic and flexible system of strategic planning is proving effective in helping the school to improve. The school analyses the results achieved in the national tests at the end of Years 2 and 6 and the optional tests at the end of Years 3, 4 and 5, to identify weaknesses and to plan to overcome them. These plans are linked to the continuing professional development of all staff which is given a high priority. Careful management of development is putting the school in a good position to improve systematically.
36. The role played by the governing body has improved well over the last year and governors now play an effective role in the leadership and management of the school. They now have a good understanding of the school's strengths and potential for development. The main subjects have a link governor so that governors can support the school from a good level of understanding of standards and the quality of teaching and learning. Governors are willing to

question, and appreciate that they need to represent the interests of the pupils if they are to be effective. They ensure that the school meets its legal obligations.

37. Governors are also effective in managing the school's finances. The finance committee maintains an overview of the school's finances once the budget has been agreed. The budget is managed efficiently on a day-to-day basis. The school's accounts were last audited in April 2004 and the audit found that the school's systems were operating satisfactorily. A number of recommendations were made to bring the school's procedures into line with current best practice, and these have been implemented. In April 2004, the school had a slightly high carry-forward figure from the previous financial year and this has been used, sensibly, to maintain staffing levels. The school operates the principles of best value well. For example, its investment in computer-driven whiteboards in each classroom has improved the quality of teaching and learning significantly. There is clear evidence that this is improving pupils' achievement.

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

Income and expenditure (£)		Balances (£)	
Total income	220,060	Balance from previous year	10,850
Total expenditure	213,848	Balance carried forward to the next year	17,062
Expenditure per pupil	2,515		

38. Given pupils' good achievement and personal development, effective teaching and leadership and management, and slightly below average costs per pupil, the school is now improving well from a low base, and is now giving satisfactory value for money. Given the headteacher's effective leadership and the good support that she is getting from her colleagues, the school has good potential to improve further.

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

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

There are eight children in the Reception class and provision for their education is satisfactory. The school's assessments show that most children start school with levels of attainment below those expected. This is especially the case in the key areas of language and literacy, and mathematics. By the end of the Reception Year, most children meet the standards expected nationally in the early learning goals in personal, social and emotional development, knowledge and understanding of the world, physical development and creative development. However, they do not reach these standards in communication, language and literacy and in mathematical development. This shows that progress and achievement in the Reception Year is satisfactory.

Teaching and learning are satisfactory, with most lessons being led by the nursery nurse. In two sessions each week, children are taught alongside pupils in Years 1 and 2, which makes a positive contribution to their personal and social development. The emphasis is on giving children interesting, practical activities that make learning fun. Some of these activities are not sufficiently structured, which leads to a lack of suitable challenge, particularly for higher-attaining children. Though children are encouraged to be independent and take responsibility, they sometimes need more guidance than they are given. This results in an imbalance between teacher-directed and child-initiated work. Leadership and management are satisfactory. The curriculum is broad, and effectively covers all the areas of learning. Assessment procedures are secure, enabling children's progress to be tracked effectively. Good induction procedures help children to settle quickly into the class's everyday routines. Links with parents are good and they are welcome to come and talk to staff about how their children are progressing.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **good**.

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

- Pupils quickly develop confidence because they feel secure and valued.
- There is too little teacher direction to promote consistent, systematic progress.

#### **Commentary**

39. A friendly working atmosphere has been built up, with adults praising children as a way of building the children's confidence and self-esteem. As a result, the children feel safe and secure in their activities. In all their activities, children showed interest and enjoyment, and had positive attitudes to their learning. They also show care and concern for other children. Adults encourage them to express opinions and give them first-hand experiences to develop their understanding of others' feelings. There are many opportunities for children to work in pairs or small groups, which support their social development. The teacher gives too much emphasis to children choosing activities for themselves rather than giving them focused direction to promote systematic progress so the value of these activities is not sufficiently exploited.

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **satisfactory**.

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

- Speaking and listening and reading skills are promoted well.
- Opportunities for children to read and write independently are unsatisfactory.

## Commentary

40. Adults ensure that children have many opportunities to develop their speaking and listening skills by talking about their experiences and the work they are doing. Questioning is also used to involve all children in discussions so that they can communicate their ideas and opinions. This was evident, for example, in a shared reading lesson, when they were discussing the book 'Three Guinea Pigs'. With the teacher's encouragement, they showed interest in the book's illustrations and print. Children clearly enjoy basic writing experiences, and use a range of implements for drawing, marking, scribbling and writing. The classroom lacks well-organised and resourced reading and writing areas where children could go to complete a writing task or choose to work independently of adults to build up their self-confidence.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

### Main strengths and weaknesses

- Learning is enhanced well by practical activities.
- Opportunities are not taken to reinforce learning by more focused activities.

## Commentary

41. Children show curiosity and enjoyment in their mathematical activities, working well together in pairs and small groups to solve problems. A suitable range of mathematical resources is available for children to help them in their practical activities. Rhymes and songs are used well to help children to sequence and remember numbers. Activities are planned to be practical and of interest. This was evident, for example, when children were learning about ordinal numbers by placing toys in different positions on a make-believe bus. Questioning was used well to develop their understanding of 'more than' and 'less than'. There are missed opportunities to consolidate such learning because the independent activities which children can choose are not related sufficiently closely to the focus of the lesson. Greater structure would reinforce learning, particularly for higher-attaining children.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

### Main strengths and weaknesses

- Practical activities develop children's knowledge and understanding well.
- Good use is made of the local area.

## Commentary

42. Activities are often linked to children's own experiences so that they are interested in what they are doing. They are encouraged to develop their powers of observation by looking closely at natural and man-made objects. A good example of this was when a parent brought in some guinea pigs for children to look at. They were encouraged to use their senses to observe and describe the animals' features. Good use is made of the local area to develop children's historical and geographical skills. There is access to a computer throughout the day and this helps children to develop their skills in using the mouse and keyboard.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children's physical skills are developed well.
- The outside area develops children's confidence well.

### **Commentary**

43. There are appropriate opportunities for children to develop their skills in manipulating scissors and writing tools, along with handling a range of equipment when making models. In playground activities, children showed confidence in moving in different ways such as running and skipping. They shared games equipment fairly and handled it carefully. The stimulating outside area is used well to develop children's learning through outdoor play.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- Work with a range of resources promotes learning well.
- There is scope for further development of children's imaginations.

### **Commentary**

44. Children have opportunities to use a range of resources to develop their skills in handling and using different media. Adults ensure that they are able to make use of crayons, pencils and glue on a daily basis. Children respond positively to this and show enjoyment in their learning. The role-play area is rather simple and does not really fire children's imagination. Some materials, for example, painting resources and construction kits, are not readily available to enable children to decide for themselves the materials they need. This prevents them from developing independence and an expectation that they can make decisions for themselves.

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

### **ENGLISH**

Provision in English is **satisfactory**.

### **Main strengths and weaknesses**

- Standards in Year 6 were well below average in 2004, but are now improving well because teaching is good in Years 3 to 6.
- Standards in Year 2 have declined in 2005.
- Learning is managed well because the subject is led and managed well, but assessment needs to be more focused.
- Opportunities are not always taken to practise English in other subjects.

### **Commentary**

45. In the national tests at the end of Year 6 in 2004, standards were well below average. These standards were lower than those found at the previous inspection and were in the bottom five per cent of schools which attained similar results when these pupils were in Year 2 in 2000. The school recognised that this was unacceptable and put plans in place to reverse this trend. Evidence from this inspection is that these strategies have been effective. The quality of

teaching is now good in Years 3 to 6, and all pupils, including those with special educational needs, are now achieving well. The school anticipates a marked improvement in the national tests at the end of Year 6 with standards being close to the national average. Evidence from the inspection supports this.

46. In the national tests at the end of Year 2 in 2004, standards were well above average in reading but below average in writing. These results were a significant improvement from the previous inspection in reading but the standard of writing remained the same. The school's predictions for the national tests at the end of Year 2 in 2005 are that standards are likely to be average in reading and well below average in writing. This is a decline in standards during this school year. Inspection evidence suggests that these predictions are realistic. Pupils have not had sufficient opportunities to write at length for different purposes. As a result, progress in writing has been unsatisfactory during this school year. Whilst the lesson observed in Years 1 and 2 during the inspection had teaching of satisfactory quality, an analysis of pupils' work over the year shows that teaching over time has been unsatisfactory because work has not been sufficiently wide-ranging.
47. Standards in speaking are above average throughout the school. Pupils speak confidently and are happy to discuss and explain their work. Listening skills vary. They are good in Years 5 and 6 and good overall in Years 3 and 4, where a few pupils find it difficult to listen with total concentration over time. In Years 1 and 2, listening skills are satisfactory, but a number of pupils lose concentration quickly. In Year 2, higher-attaining pupils read well and discuss their reading with good understanding. Average- and lower-attaining pupils' reading is average. By Year 6, higher-attaining pupils read fluently and with good expression and are able to compare books and characters with a good level of insight. Average- and lower-attaining pupils read with occasional hesitations with unfamiliar words, but have average skills. Pupils' understanding of how libraries are organised is insecure.
48. In Year 2, standards of writing are well below average. Handwriting is immature and work contains frequent errors in spelling and grammar. Improvement over the year has been unsatisfactory for pupils at different levels of attainment. For example, frequent written comments in books, asking pupils to write more, have largely been ignored. As a result, standards in writing are well below average. In contrast, in Year 6, an analysis of pupils' work shows that they have written in a wide range of styles and have built up their knowledge, skills and understanding well. There are some very good examples of adventurous language. For example, a higher-attaining pupil wrote that clouds were 'pieces of cotton wool hovering over the world'. Standards for higher-attaining pupils are above average, while they are average for average- and lower-attaining pupils. Higher-attaining pupils in Year 4 also have above average standards in writing. They are capable of sustained writing of good quality, using imaginative language, for example 'beautiful, shimmering, elegant and bright'. Spelling and grammar are secure. Average- and lower-attaining pupils have less secure spelling and grammar, but, even so, there is evidence of good progress over time.
49. The school has recognised that the quality of writing needed to be improved. Good progress has been made during this year in Years 3 to 6 where pupils' learning is now managed well. Good subject leadership has underpinned this improvement. The subject leader has plans in place to reverse the decline in writing standards in Years 1 and 2. The school has put systems in place to assess and track pupils' progress in English, but recognises that these are at an early stage of development and need to be sharpened so that they focus more closely on tracking the progress of individual pupils and setting targets for their future learning.

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

50. The use of other subjects to develop language and literacy skills varies. Generally, speaking and listening skills are developed well in other subjects and reading skills are practised in

other subjects, often using computer-driven whiteboards. There are good examples of writing being developed in other subjects, for example in descriptions of visits in history and in report-writing in science. However, opportunities are missed in subjects such as geography and religious education to give pupils practice in writing in different styles in order to raise their standards.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- The quality of teaching is good overall and pupils are achieving well.
- Standards have risen well in Years 3 to 6, but have fallen in Years 1 and 2 during this school year.
- The subject is led and managed well.
- Other subjects are used well to support pupils' learning in mathematics.

### **Commentary**

51. The quality of teaching is good overall. In the lessons observed in Years 3 to 6, the quality of teaching was very good in one lesson and good in the other. Because of this good teaching, pupils in Years 3 to 6 are now achieving well. The school predicts that standards in the national tests in mathematics at the end of Year 6 in 2005 will be average and evidence from the inspection supports this. This would be a good improvement in standards since the school was inspected previously. In the national tests in 2004, standards were above average at the end of Year 2, and average at the end of Year 6.
52. Standards are improving well in Years 3 to 6 because pupils are being given effective levels of challenge. All pupils, including those with special educational needs, are given work which enables them to build systematically on their current levels of understanding. Lively and imaginative teaching engages pupils' interest so that they work with good levels of concentration and so achieve well. Skilful questioning tests and reinforces their understanding. Teaching assistants are very effective, mainly, but not only, with pupils who have special educational needs. They are alert to pupils' needs in different parts of the room and quickly move around to different tables to help pupils to work and to make further progress. There are examples of higher-attaining pupils, for example, in Year 4, working at levels which are well above average, while other pupils are working at levels which are above average. Pupils have a good understanding of how to interpret mathematical problems expressed in words. Overall, standards in Years 3 to 6 are improving well. By Year 6, higher-attaining pupils work with impressive accuracy in number, real-life problems, representing and interpreting data on a graph, and with two- and three-dimensional shapes. Average pupils have covered the same work but are more prone to error. Lower-attaining pupils are largely accurate when working on simpler examples.
53. The school predicts that standards in the national tests at the end of Year 2 will be average in 2005, and evidence from the inspection supports this. The quality of teaching is satisfactory in Years 1 and 2 so that pupils' achievement is satisfactory. Pupils' learning is secure because pupils at different levels of attainment are given work which enables them to make sound progress. However, higher-attaining pupils are not given sufficiently challenging work so too few of them will reach higher levels. Indeed, one pupil described the work they were given on money in the lesson observed as 'easy', and finished it very quickly. Overall, pupils have satisfactory skills in using numbers, in their understanding of weight and money, and of two and three-dimensional shapes. However, there is some confusion in interpreting mathematical problems expressed in words. Pupils with special educational needs are supported well and achieve well.

54. The subject is led and managed well. The subject leader has raised the quality of teaching and learning in Years 3 to 6 well by managing the subject effectively. She ensures that pupils in these year groups are given interesting learning tasks in mathematics which motivate them to work hard. Throughout the school, pupils' work is marked regularly and thoroughly, but marking does not consistently show how pupils can make further progress. Systems to assess pupils' standards and track their progress over time are at an early stage of development and the school recognises that they need to be sharper so that pupils' learning can be managed more effectively. The school is now in a good position to achieve this in mathematics.

### **Mathematics across the curriculum**

55. Information and communication technology is used well to support pupils' learning in mathematics. Teachers use computer-driven whiteboards very effectively in introducing learning so that pupils' understanding of what they are to learn is secure. They are then used well to summarise and reinforce learning at the end of lessons. Other subjects such as science, geography, history and design and technology are used well to enable pupils to practise different aspects of mathematics, for example the use of graphs, to reinforce their understanding.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- Teaching and learning in Years 3 to 6 are good so that pupils achieve well.
- There is good emphasis on pupils learning through practical activities.
- Pupils have difficulty in interpreting their findings and explaining their ideas.
- Pupils have positive attitudes to their work.

#### **Commentary**

56. Over the last three years, most pupils' standards in the national tests at the end of Year 6 have been well below average. There has been improvement this year, with most pupils in Year 6 now reaching average or above average standards. This represents good achievement from their entry into the school.
57. Teaching and learning are good for pupils in Years 3 to 6 and satisfactory in Years 1 to 2. Good teaching is characterised by teachers clearly explaining new scientific ideas, an emphasis on practical investigations and work which effectively challenges pupils at different stages of learning. This was evident, for example, in a lesson for pupils in Years 5 and 6, on learning about balanced and unbalanced forces. The teaching enabled pupils to have a good understanding of gravity and air resistance, as well as developing their investigative skills. Good use is made of introductions to lessons to recall previous work, so that pupils can use prior scientific knowledge and understanding to help their learning. Teachers encourage pupils to use accurate scientific terminology when answering questions and communicating their ideas, which extends their personal, as well as their scientific, vocabulary. Summaries at the ends of lessons are also used well to review and consolidate learning. Overall, there is insufficient use of information and communication technology to enhance learning in the subject.
58. The school's analysis of results in the national tests indicates a weakness in pupils' ability to interpret information and explain their ideas. Because of this, pupils' conclusions to experiments tend to be a description of what they have done, rather than a consideration of what their findings tell them. Activities are being planned to help pupils to improve this aspect of their science work.

59. Pupils, including those with special educational needs, show interest and curiosity in their scientific activities and are keen to ask and answer questions. They collaborate well in pairs and small groups and are well behaved. They concentrate well and so have a high work rate and are productive. They respect the scientific equipment which they use and handle it carefully. Good attitudes to learning promote achievement well.
60. The leadership and management of the subject are satisfactory. Science has not been as much a priority for development as English and mathematics, but it will become a priority in the coming year. The curriculum is broad and balanced, with a good emphasis on pupils learning through structured, practical investigations. The curriculum also makes a positive contribution to pupils' personal and social development, as there are many opportunities to work collaboratively in pairs and small groups. Though not planned systematically, there are opportunities for pupils to practise their literacy and numeracy skills. For example, pupils in Year 6 have taken careful measurements with a force meter to find out if objects weigh the same in water as they do in air. The procedures for assessment are satisfactory but not sufficiently focused for the school to check the progress being made by pupils and then to set targets for improvement for groups and individuals. The 'Science Garden' enhances the accommodation and is used well to teach pupils about life processes and living things. There has been satisfactory improvement since the previous inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- Good use is made of the computer suite to teach basic skills.
- Pupils have positive attitudes to their work.
- Information and communication technology is not used enough to support learning in other subjects.

### **Commentary**

61. Most pupils in Years 2 and 6 reach the standards that are to be expected for their age. This represents satisfactory achievement.
62. Teaching and learning are satisfactory. Teachers have secure subject knowledge and so are able to explain and demonstrate new techniques accurately. To do this, they make good use of the information and communication technology suite and the computer-driven whiteboards in classrooms. Each class has a timetabled weekly lesson in the suite to develop pupils' basic computer skills, and this is proving successful. Because of this, pupils are clear about what they are to learn and what is expected of them. However, there are not enough opportunities for them to practise and refine their skills through other subjects when back in the classroom, because there is a lack of computers of good quality.
63. Lessons are planned thoughtfully, so that activities are interesting. An example of this was when pupils in Years 1 and 2 were learning how to use a 'branching database' to help them to understand that some questions only have a 'yes' or 'no' answer. Likewise in a lesson for pupils in Years 5 and 6, the activity was linked to their forthcoming residential visit to London. As a result, pupils showed much interest and enjoyment in using the Internet as a source of information to make a poster about 'Chitty Chitty Bang Bang'. Teachers and teaching assistants work well together so that all pupils have a high proportion of direct teaching.
64. Pupils obviously enjoy their information and communication technology work. They collaborate well on computers when working together in pairs and this is beneficial to their personal development. They handle the computers carefully, paying full heed to safety measures when using them.

65. The leadership and management of the subject are satisfactory. The curriculum is planned carefully to ensure that all aspects of the subject are covered. Assessment procedures do not enable the school to track the progress that pupils make systematically and then to set targets for improvement. There has been satisfactory improvement since the previous inspection. This is exemplified by the creation of the computer suite and the provision of computer-driven whiteboards in each classroom.

### **Information and communication technology across the curriculum**

66. In English lessons, there are examples of pupils word-processing their stories and poems, changing the type of font and its colour to add interest. Graphs are created in mathematics to present findings. In science, history and geography there is some use of the Internet to research information. However, the school acknowledges there are not enough planned opportunities for pupils to practise their information and communication technology skills in most subjects.

## **HUMANITIES**

### **Geography**

Provision in geography is **satisfactory**.

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

- Pupils achieve well in Years 3 to 6 because teaching and learning are good.
- Good use is made of the local area to enhance learning.
- There is little use of information and communication technology to support learning.

#### **Commentary**

67. Most pupils in Years 2 and 6 reach the standards expected for their age. This represents good achievement.
68. Teachers in Years 3 to 6 have good subject knowledge and so are able to explain new ideas accurately. They often relate work to pupils' own life experiences, so that they can make use of this to support their learning. Good use is made of the local area to teach pupils about the environment, for example when investigating the issues relating to recyclable and non-recyclable materials. Some useful links are made to other subjects and this was evident in a lesson for pupils in Years 5 and 6 on learning about the natural and man-made water cycles. They were able to use their scientific knowledge and understanding of filtration to help them to clear a range of water samples.
69. Pupils have positive attitudes to their work, and this has a beneficial effect on the progress that they make. Behaviour is good so that pupils are able to concentrate well and have a good work rate.
70. Leadership and management are satisfactory in this subject. The curriculum is broad and balanced and places good emphasis on developing pupils' mapping skills. This is evident in the work of pupils in Years 3 and 4, for example, who have used a range of maps to describe Waddingham in geographical language. There are limited opportunities for pupils to use information and communication technology to support and enhance their learning. Assessment procedures do not yet enable targets for improvement to be set or progress to be successfully tracked. There has been satisfactory improvement since the previous inspection.

### **History**

Provision in history is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching and learning are good in Years 3 to 6.
- There is some good use of artefacts as historical evidence.
- Insufficient use is made of information and communication technology to support learning.

### **Commentary**

71. Most pupils in Years 2 and 6 attain the standards that are expected for their age and this represents good achievement for these pupils.
72. Teaching and learning are good for pupils in Years 3 to 6 and satisfactory in Years 1 and 2. Where teaching is good, lessons are planned effectively to build on previous work. This enables pupils, including those with special educational needs, to use prior historical knowledge and understanding to support their learning. Activities are interesting and practical so that pupils have good attitudes to learning. Artefacts and pictures are used well to stimulate discussion and to support investigation. For example, in a lesson for pupils in Years 5 and 6 about the Indus Valley Civilisation, they used a picture of an artefact to answer historical questions about the civilisation. They also made good progress in understanding how objects are presented in a museum. Good emphasis is placed on pupils understanding the importance of using a range of sources of evidence to find out about past times. They are also shown how historical evidence can be interpreted in different ways. Pupils are encouraged to use their numeracy skills to develop timelines. This helps them to develop their chronological understanding and their knowledge of major eras in world history.
73. In Years 1 and 2, pupils are helped to develop their understanding of the past by listening to stories about famous people in history. For example, they learn about Guy Fawkes and Samuel Pepys and their significance in English history. In a lesson for pupils in Years 1 and 2, they showed a secure knowledge and understanding of how the Great Fire of London started and why it spread so quickly.
74. Pupils enjoy their work in history, being well behaved and showing interest in their activities. They have positive attitudes and are willing to listen to and appreciate the views of other pupils. This promotes their achievement well.
75. The leadership and management of the subject are satisfactory. Visits and visitors enrich the curriculum well. For example, pupils have visited Gainsborough Old Hall as part of their studies about the Tudors and, in discussion, said that this helped them to understand how people lived in those times. Assessment information is not yet used effectively to set targets for improvement for groups and individual pupils. There is some use of information and communication technology to support learning but the school acknowledges that this needs further development. There has been satisfactory improvement since the previous inspection.

### **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Good teaching enables pupils to achieve well overall.

- Interesting learning activities engage pupils' interest so that they put considerable thought into their work.
- Pupils learn about other faiths and so reflect on their own responses to others' beliefs.
- In Years 1 and 2, there is little recording of learning, and systems for assessing progress are underdeveloped.

## **Commentary**

76. In Year 2, standards match the expectations of the locally-agreed syllabus and, in Year 6, those expectations are exceeded. Teaching in Years 5 and 6 is very effective, with pupils being given very good opportunities to explore their own ideas and responses. For example, in a very good lesson introducing the concept of how people express their faith through the arts, pupils were given opportunities to express different emotions through mime. They participated in all aspects of the lesson with very good co-operation and showed some very good initiative in creating their mimes. They understand how body language expresses people's emotions. As a result of the effort they made, pupils achieved very well. In contrast, in a lesson on friendship in Years 1 and 2, questions requiring 'yes' or 'no' answers did not give pupils the same opportunity to explore their own feelings, so that achievement was only satisfactory. Overall, the quality of teaching is good.
77. The subject is led and managed well. The subject leader discovered that pupils were disenchanted with the subject because they had found it boring in previous years. She therefore set about creating interesting learning activities which have engaged pupils' interest. For example, in a good lesson in Years 3 and 4, pupils were using a range of sources of information to discover about meetings for different religions in Lincolnshire. They discovered that, in spite of having access to the Internet, this was not always easy. However, they were thoroughly engaged in this learning and so achieved well. The subject leader is able to use her own experience of living in a Buddhist country for a number of years to broaden pupils' understanding and to engage their interest. This results in effective learning.
78. Pupils have had good opportunities to learn about other faiths. By Year 6, they have compared Christianity, Judaism, Islam and Buddhism, comparing styles of worship, religious buildings and sacred objects. They appreciate that different people value different things in different religions. This makes a good contribution to pupils' cultural development. There is a good amount of work recorded in pupils' books in Years 3 to 6, but little in Years 1 and 2. This makes it difficult to evaluate pupils' progress. The school understands that it needs to develop systems to assess pupils' progress in the subject and to manage their further progress.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

These subjects were sampled and therefore no overall judgement on provision can be made. Evidence was drawn from looking at examples of the pupils' work and the school's documents, and from talking with the pupils and their teachers.

### **Art and design**

79. Most pupils in Years 2 and 6 reach the standards expected for their age. There is a satisfactory curriculum which provides pupils with a range of interesting artistic experiences. They are able to study the work of famous artists as a stimulus for their own work. For example, after studying a sketch by Charles Stebbings, pupils in Years 1 and 2 have worked collaboratively to produce good quality relief panels, using a range of material and techniques. There is some use of information and communication technology to support learning. This is seen, for example, in the work of pupils in Year 2 who have used a paint program to create pictures in the style of Piet Mondrian. Resources for learning are adequate.

### **Design technology**

80. Most pupils in Years 2 and 6 reach the standards expected for their age. The curriculum is broad and balanced. It enables all pupils to have opportunities to design, make and evaluate a range of products. In carrying out these activities, pupils have access to appropriate equipment and materials. There are some useful links with other subjects. For example, pupils in Years 3 to 4 have used their scientific knowledge of forces to make a book with moving parts, using slides, flaps and spinners. Resources for learning are satisfactory.

### **Music**

81. Whole-school singing in assemblies is satisfactory. All pupils participate and mostly sing to taped accompaniments, where they find high notes challenging. They sing more confidently with piano accompaniment. The music curriculum is supported by a national scheme which ensures that the National Curriculum is covered. Opportunities to learn guitar and violin are taken by a good number of pupils. The school provides opportunities for pupils to experience practical music-making, for example in class Christmas productions, and in the music club which offers, for example, recorder playing and singing. There are occasional opportunities to hear live musicians, for example when a folk group from the United States visited the school.

### **Physical education**

82. The school ensures that the National Curriculum is covered. Pupils have opportunities for swimming in Years 3 to 6 and standards are above average. In Years 3 to 6, pupils have opportunities to experience outdoor and adventurous activities. There is some external coaching, for example in soccer, and pupils can experience competitive sport, for example in soccer and netball. The school provides a 'bike-wise' programme to promote cycling safety. Resources for learning in physical education are good and pupils benefit from a good hard-play area and a good playing field.

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

Provision in personal, social and health education and citizenship (PSHEC) is **good**.

### **Main strengths and weaknesses**

- Pupils have good opportunities to develop their personal and social skills.
- Effective teaching gives pupils confidence in expressing themselves.
- Pupils develop a good understanding of citizenship.

### **Commentary**

83. Pupils understand that they are valued for what they can offer and this encourages them to develop a positive self-image. Their self-confidence increases and they learn to appreciate the viewpoints and problems of others. For example, after a very good lesson on bodily changes in puberty, a Year 6 boy was heard to remark that he 'felt sorry for girls with all they have to put up with'. Whole-class discussions, for example about the impact of bullying, help pupils to listen to the views of others and to value them even if they differ from their own. Support for charities develops in pupils an awareness of the needs of others.
84. The quality of teaching is good overall. A very good lesson in Years 5 and 6 resulted in a very mature response in discussing the effects of puberty. Boys and girls discussed the impact of bodily changes and how individuals react to them, openly and without inhibitions. This discussion demonstrated pupils' self-confidence, built up over their time in the school, both in PSHEC lessons and in other subjects. They offer their views knowing that they will be valued and considered seriously by others, and this suggests that this area of the curriculum is led and managed effectively.

85. Pupils develop a good sense of the responsibilities of citizenship. They have opportunities for taking responsibility throughout the school. These opportunities increase as they get older when, for example, pupils in Years 5 and 6 take responsibility for different aspects of assembly. The school council meets regularly and has, for example, made a strong contribution to playground provision. The school's involvement in local community events such as the annual tractor event on the green, the 'Bygones History' event in the local chapel, harvest at the church, and the Christmas singing concert in the village hall, helps to develop pupils' appreciation of the needs of a local community and the need to contribute.

## **PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS**

*Inspection judgement*

*Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
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How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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