

INSPECTION REPORT

The Edward Richardson Primary School
Horncastle

LEA area: Lincolnshire

Unique Reference Number: 120481
Inspection Number: 187153

Headteacher: Mr Andrew Hyde

Reporting inspector: Mrs Marion Hirst

Dates of inspection: 9th – 12th November 1999

Under OFSTED contract number: 707576

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	East Road Tetford Horncastle Lincolnshire LN9 6QQ
Telephone number:	01507 533686
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Jane Willows
Date of previous inspection:	4 – 8 th March, 1996.

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs Marion Hirst Rgl	Mathematics Design technology Information technology Art Music	Attainment and progress Teaching Leadership and management Efficiency
Mrs Gill Dunkling – team inspector	Physical education Special educational needs Under fives English Science History Geography	Curriculum and assessment Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources
Mrs Susanna Stevens - Lay Inspector	Religious education Equal opportunities	Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community

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MAIN FINDINGS

On entry to the school children under five achieve standards expected for their age.

What the school does well

- The quality of teaching and the curriculum for children under five in the reception class is good.
- By the age of 11 pupils achieve above average standards in English, mathematics and science.
- The good teaching of music at the end of Key Stage 2 results in good achievement.
- The school uses the National Literacy and Numeracy Strategies effectively to raise standards at both key stages.
- Teaching is good or better in 50 per cent of lessons.
- The headteacher, senior teacher and governing body provide good leadership.
- Provision for pupils with special educational needs is good.
- Most pupils have good attitudes to their work and behave well.
- Relationships between staff and most of the pupils throughout the school are good.

Where the school has weaknesses

- I. Standards in information and communication are below national expectations and progress in this subject is unsatisfactory.
- II. Not all teachers use assessment consistently to plan work that meets the needs of all pupils in mixed age classes, particularly higher attaining pupils. This affects the progress that pupils make throughout the school.

This is a good school where strengths outweigh the weaknesses. The headteacher has already identified these weaknesses and has begun to remedy them. Measures to address these weaknesses will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has successfully dealt with most of the key issues identified through the last inspection. Long and medium term planning of the curriculum is now good. When implemented rigorously it provides a good basis for the successful development of pupils' skills, knowledge and understanding of most subjects. The school has reviewed the role and responsibilities of identified teachers for most curriculum areas and gone some way to developing strategies to monitor these subjects throughout the school. At the time of inspection identified teachers monitored the quality of teaching and learning through the scrutiny of teachers' planning and pupils' work. Whilst this is partially effective in helping to identify areas for improvement it does not provide teachers with sufficient evidence of the quality of teaching within the classroom. Overall the quality of teaching has remained good but there are some weaknesses. The good quality management has already begun to address these difficulties and is well placed to improve on the standards already achieved. There is a well considered school development plan which clearly identifies future priorities for the school. Financial decisions to enable these improvements to be made have already been carefully considered by the headteacher and governing body and are being monitored against the standards that pupils' achieve. As a result the school's capacity for improvement in the future is good.

Standards in subjects

This table shows the standards achieved by 11 year olds in Year 6 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	A
			<i>above average</i>	B
English	B	C	<i>average</i>	C
Mathematics	C	C	<i>below average</i>	D
Science	C	C	<i>well below average</i>	E

The chart shows that the standards achieved by 11 year olds in 1998 were above the national average in English and in line with the national average in mathematics and in science. Standards are the same when compared with similar schools. This picture is reflected in Key Stage 1 where standards in reading are above the national average when compared to all schools and in line when compared to similar schools. Standards achieved by pupils in Key Stage 1 in writing and in mathematics are in line with all schools nationally and with schools deemed similar. In 1999 evidence from test results indicates that standards have improved in Key Stage 2 in English, mathematics and science and the school achieved the targets that it had set itself. In Key Stage 1 the results from National Curriculum tests indicate that standards have remained the same as in the previous year for reading and for writing but standards in mathematics have improved significantly. The school achieved beyond its own targets in mathematics but slightly below the targets in reading and in writing. At both key stages, standards in information and communication technology are below average. Standards in religious education are in line with the expectations of the locally agreed syllabus. Above average standards are achieved in music by the end of Key Stage 2. By the age of five most children achieve above the expected standards in all the recommended areas of development.

• **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Satisfactory	Good
Mathematics	Good	Satisfactory	Good
Science	Knowledge and understanding of world is good	Satisfactory	Good
Information technology	N/A	Unsatisfactory	Unsatisfactory
Religious education	N/A	Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

Overall the quality of teaching is good. During the inspection all lessons seen in the reception class were graded good or very good. In Key Stage 1, 75 per cent of lessons were graded satisfactory and the remainder were good. Quality of teaching in upper Key Stage 2 is consistently good or very good. In Key Stage 2, 26 per cent of lessons were graded very good, 31 per cent good, 37 per cent were satisfactory and 5 per cent were unsatisfactory. The teaching of pupils with special educational needs is good.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	Satisfactory overall. Most pupils have good attitudes and behave well. A small number do not do so consistently.
Attendance	Satisfactory. Procedures for promoting attendance are good. Buses usually arrive on time enabling lessons to start on time.
Ethos*	Satisfactory. Pupils enjoy coming to school.
Leadership and management	The headteacher provides effective leadership. Together with the governing body he has established a clear educational vision for the school.
Curriculum	Satisfactory overall, and good for children under five in the reception class. Good equality of access for all pupils. Good provision for extra-curricular activities.
Pupils with special educational needs	Good. Good individual educational plans give clear guidance and set targets that are regularly modified when they are achieved.
Spiritual, moral, social & cultural development	Satisfactory overall. Provision for pupils' development of a multicultural society is narrow.
Staffing, resources and accommodation	Good. The school has a high level of staffing. Staff are encouraged to develop their professional skills. The accommodation is good. Resources are good except for information and communication technology where the school is waiting for its full entitlement of hardware as part of the government's scheme for a National Grid for Learning.
Value for money	Standards are above the national average by the end of Key Stage 2, pupils' attitudes are good and at least half the teaching is good or better. The high expenditure per pupil is inevitable in a small school with a changing number of pupils on roll. In the light of its many good features, the school gives good value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

· **The parents' views of the school**

Number of questionnaires sent out:- 80

Number of questionnaires returned:- 35

What most parents like about the school

- III. The part they are encouraged to play in school life.
- IV. Parents find it easy to approach the school about their children's education.
- V. That the school encourages children to get involved in more than just daily lessons.
- VI. The school enables the children to achieve good standards.
- VII. The fact that the school keeps them informed about what is taught.

What some parents are not happy about

- VIII. The work their children are expected to
- IX. That the school is not achieving consistently

Inspection findings support the positive views expressed by the parents but found no evidence to support parents' views about the quality and effectiveness of homework. However, inspection findings uphold the concerns expressed by parents about standards of behaviour of a small number of pupils. Prior to the inspection the school had already recognised the need to review the policy for behaviour and had set up a working party of governors to develop and improve procedures further.

KEY ISSUES FOR ACTION

To improve the quality of education offered and raise standards, the governing body, headteacher and staff should:

- raise standards in information technology * by:

- ensuring the necessary equipment and software are available to support all strands of the curriculum;
- ensuring that the training teachers receive is used effectively to develop pupils' skills, knowledge and understanding of information and communication technology;
- ensuring that information and communication technology is used effectively to support all subjects of the curriculum;
- identifying clearly in short-term planning what pupils are expected to learn in each year group.
(Paragraphs 13, 33, 63, 93, 119, 120)

- assure the consistent progress of all pupils throughout the school by:

- making better use of weekly assessment data to plan work that is matched accurately to meet the needs of all pupils in mixed age classes.
- raising teachers' expectations of what pupils can achieve, particularly higher attainers;
- involving more effectively the headteacher and senior teacher in monitoring the quality of teaching and its impact on learning.

(Paragraphs 11, 17, 27, 28, 47, 58)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- improve outdoor play facilities for children under five in the reception class.
- provide more opportunities for pupils to learn about other cultures and to develop an understanding of a multicultural society.
- provide more opportunities for the personal development of all pupils.
- implement clear guidelines to ensure a consistent approach to the behaviour management of pupils throughout the school.

* already identified by the school for development.

INTRODUCTION

Characteristics of the school

- 1 The school is located in the village of Tetford. This is a rural area which is situated between the small towns of Horncastle, Louth, Spilsby and Alford. Pupils come from the village of Tetford and from some thirty villages and hamlets in the surrounding area. The area is vast and very sparsely populated and the villages from which the children come vary greatly in their character. Around thirty pupils are from Tetford. Of the remaining pupils about half travel to school by bus. This is organised and arranged by the local educational authority. Pupils who use the bus often spend some considerable time at the end and beginning of the day travelling to and from school. A number of children live outside the designated area and travel to school by car. This is a small school which at the time of inspection had 106 pupils on role. Due to a growth in housing in and around Horncastle over the past three years the numbers on role have fluctuated and risen to as high as 116. This impacts on class sizes, the gender balance of classes and staffing. The percentage of pupils known to be entitled to free school meals is below the average for primary schools nationally and the number with special educational needs is broadly in line with the national average. There are no pupils from non-white ethnic groups.
- 2 Pupils enter the reception class when they are four at the beginning of the year in which they become five and continue at the school until they are 11. Most but not all have experienced some form of pre-school education. The intake includes the full range of ability but is overall average. However, admission numbers vary greatly from year to year and the balance of gender is often uneven. For example, in a mixed class of Year 6 there are twelve boys and five girls. The size of cohort of pupils in a year group has a significant impact on the overall percentage of pupils achieving National Curriculum national averages. All classes in Key Stage 1 and Key Stage 2 are mixed age groups. Although the average size of class is 26.5 this varies from 24 pupils in a mixed Year 1 and Year 2 class to 35 pupils in a Year 5 and Year 6 class. There are 19 pupils on the school's register of special educational needs. Two pupils have statements of special educational need. This is broadly in line for all schools nationally.
- 3 The school has a detailed set of aims which cover all the major aspects of pupils' development. It strives to develop the potential of each pupil in a supportive caring environment and to build positive attitudes to schoolwork, involving parents in the education of their children.
- 4 The school has identified the following among its high priorities for development in the current year:
 - the development of information and communication technology as part of phase 2 of the National Grid for Learning programme;
 - implementation of the National Numeracy Strategy;

- setting up a rolling programme for the review of policies;
- continuing staff development and the identification of staff targets;
- to review and replace office hardware as well as providing training for the clerical assistant

Key Issues identified from the previous report:

- To develop the role and responsibilities of identified teachers for each subject to include monitoring the quality of teaching and learning.
- To systematically monitor the effectiveness of budgetary decisions against pupil achievements.
- To extend curriculum planning to include a systematic review and analysis of the development of each subject from Reception to year 6.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	5	10	15

National Curriculum		Reading	Writing	Mathematics
Test/Task Results				
Number of pupils at NC Level 2 or above	Boys	4	4	5
	Girls	10	10	9
	Total	14	14	14
Percentage at NC Level 2 or above	School	93(94)	93(100)	93(100)
	National	80(80)	81(80)	84(84)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	4	5	5
	Girls	10	9	10
	Total	14	14	15
Percentage at NC Level 2 or above	School	93(93)	93(93)	100(100)
	National	81(80)	85(84)	86(85)

.....

1

Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	11	6	17

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	8	8
	Girls	6	4	5
	Total	13	12	13
Percentage at NC Level 4 or above	School	76(73)	71(73)	76(80)
	National	65(63)	59(62)	69(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	9	9
	Girls	6	6	6
	Total	13	15	15
Percentage at NC Level 4 or above	School	76(80)	88(80)	88(80)
	National	65(63)	65(64)	72(69)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:				%
	Authorised	School		4.95
	Absence	National comparative data		5.7
	Unauthorised	School		0.37
	Absence	National comparative data		0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:			Number
	Fixed period		0
	Permanent		0

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	18
	Satisfactory or better	96
	Less than satisfactory	4

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2

Percentages in parentheses refer to the year before the latest reporting year

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

- 1 The attainment on entry to the reception class represents the full range of ability but is overall in line with that expected for children of this age. The ability of different cohorts of children varies from year to year. The children settle quickly into the routines of school and they make good progress. All children know that print carries meaning and can talk about stories such as 'Walking in the Jungle'. Most children can read words which occur frequently and spell simple three letter words accurately. For example, they spell 'can', 'and' and 'the'. In mathematics most children can identify 'o'clock' and high attaining pupils make zig-zag books to tell the time at half-past the hour. All children know the names of common shapes. Children make good progress in their knowledge and understanding of the world. This is developed through subjects such as history and science as children discuss old and new toys. By the time they reach compulsory school age, they achieve the nationally recommended desirable learning outcomes for children of this age.
- 2 In Key Stage 1 pupils make satisfactory progress in reading, writing, mathematics and in science and by the end of the key stage they achieve levels of attainment that are in line with national averages. National Curriculum tests for 1998 show that pupils score above the national average in reading and in writing. The proportion of pupils attaining the higher level is close to the national average in reading but below in writing. In mathematics pupils achieve standards that are close to the national average for their age but the proportion reaching the higher level is below that expected for their age. Test results for 1999 indicate that pupils attain similar standards to those of 1998 in reading and in writing but there is a significant improvement in mathematics. One hundred per cent of pupils gained level 2 or above. In 1999 the school achieved slightly below the target that it had set itself in reading and in writing but well above in mathematics.
- 3 In Key Stage 2 the percentage of pupils achieving the expected level in 1998 national tests was above average. The proportion reaching the higher level in English was above the national average, in mathematics it was below the national average and in science was close to the national average. When compared to schools with similar characteristics, pupils' performance in English is above average and in mathematics and science it is in line. In all three subjects, whilst the performance of boys exceeded the national average, the performance of girls was below. Early indications of 1999 National Curriculum test scores show that the number of pupils achieving the national average and beyond is improved. Although there are a significant number of pupils with special educational needs in the current Year 6 age group and a high proportion of boys, inspection evidence shows that pupils are still in line to attain above the expected standard. In Key Stage 2 the school achieved above the targets it had set itself for 1999 in English, mathematics and in science.
- 4 Teachers provide a range of opportunities for pupils to develop their speaking and listening skills. By the end of both key stages pupils demonstrate good standards

in speaking. In listening, their skills are not as well established. A small minority of pupils demonstrate unsatisfactory listening skills and they find difficulty concentrating. By the end of Key Stage 1 pupils speak clearly and use a growing vocabulary to explain ideas but a small minority of pupils have not developed appropriate listening skills expected for their age. By the age of eleven most pupils are responsive to others' ideas and views and they express themselves confidently. In lower Key Stage 2 about a quarter of the pupils do not listen carefully to introductions to lessons and they demonstrate a lack of courtesy. This prompts the teacher to halt the lesson and prevents all pupils from making the maximum progress. Pupils in upper Key Stage 2 listen attentively and after listening justify their opinions and deal politely with differing views. Overall, pupils in both key stages are less confident when using spoken language in a range of formal situations such as assembly.

- 5 Pupils make good progress in reading. In the 1998 Key Stage 1 reading tests for seven-year-olds most pupils attained at least the national average and the number achieving the higher level was close to the national average. Attainment levels in the current Year 2 are good with a greater proportion of the class reading at the higher level. Pupils read with confidence and know how to retrieve information from books using the index and contents pages. By the end of Key Stage 2 the majority of pupils read with expression and can skim and scan text for information. Although pupils have a satisfactory knowledge of library skills they have limited knowledge of library classification systems. Reading has improved since the last inspection. Pupils are provided with a good range of appropriate experiences which extend knowledge and understanding of language and its use for different purposes.
- 6 In Key Stage 1 pupils make satisfactory progress with their writing. Pupils have a sound knowledge of spelling patterns and many use these skills in writing. Punctuation is not used consistently and the presentation of writing is often untidy and left unchecked. Satisfactory progress continues in lower Key Stage 2 but in upper Key Stage 2 there is significant progress. Pupils' development in neat, joined handwriting is good. They use writing to support most areas of the curriculum showing good attention to spelling and punctuation. Pupils write for a range of different purposes and they use their knowledge of grammar well. They are less skilled in writing persuasively but show developing skills in writing a biographical account in role. Pupils show satisfactory skills in the use of information and communication technology to edit writing but overall use of the computer to improve writing is underdeveloped.
- 7 Pupils make satisfactory progress in mathematics in Key Stage 1 and lower Key Stage 2 and good progress in upper Key Stage 2. By the age of 11 pupils make good progress. In the 1998 mathematics tests for seven-year-olds all pupils except one achieved the national average, but the percentage of pupils attaining the higher level was below the national average. Although 1999 National Curriculum tests in Key Stage 1 indicate an improvement in mathematics, evidence from the inspection shows that pupils are achieving standards that are close to the national average. A greater emphasis on numerical skills has helped to reinforce standards but overall pupils are given too few opportunities to use these skills to solve problems. Planned work for pupils in Year 1 and Year 2 shows little development and challenge. This prevents them making progress in developing skills in mathematical reasoning. This trend continues in lower Key Stage 2 but in upper

Key Stage 2 pupils use good mathematical language, relate numerals and mathematical symbols to a range of situations and present their work in different forms. Evidence from the inspection shows that more pupils are in line to achieve the higher level in the year 2000. Across both Key Stages pupils are given few opportunities to choose their own equipment to help them overcome difficulties. Since the previous inspection the school has introduced the National Numeracy Strategy. This and an improvement in planning are having a beneficial effect upon the standards being achieved.

- 8 Attainment in science is above average by the end of Key Stage 1 and pupils make satisfactory progress. Teacher assessments for 1998 show that the proportion of pupils achieving the expected level is above the national average but the proportion achieving the higher level is below. By the age of seven pupils are able to record their findings using tables and diagrams. They understand that a force such as air acts upon objects and slows them down. Pupils make satisfactory progress in carrying out their own investigations but low levels of concentration by a minority of pupils prevents these pupils making better progress. Pupils maintain steady progress throughout lower Key Stage 2. By the age of eleven pupils make good progress and they achieve above average test results. Pupils receive good opportunities to plan their work, to decide upon a hypothesis and to carry out investigations to support a conclusion. They use good scientific vocabulary and have a sound understanding of a fair test.
- 9 Across the school, in all other subjects, with the exception of information and communication technology at both key stages and music at Key Stage 2, pupils make satisfactory progress and they achieve levels of attainment that are in line with those expected nationally. In music at Key Stage 2 pupils have a good knowledge and understanding of all aspects of the subject and they make good progress. They are given opportunities to play musical instruments, to perform with others, to communicate musical ideas and to improvise both melodic and rhythmic ideas. In both key stages pupils make unsatisfactory progress in information and communication technology and they attain standards that are below those expected nationally. This is because both teachers and pupils lack familiarity in the use of newly acquired resources and because there are too few planned opportunities for pupils to use computers in other subjects of the curriculum.
- 10 In religious education, pupils' attainment meets the level expected for seven and 11 year olds as set out in the locally agreed syllabus. In Key Stage 1 pupils make satisfactory progress in their understanding of New Testament stories from the Bible and stories about the life of Jesus. Pupils including those with special educational needs, in Key Stage 2 have satisfactory knowledge of Christian festivals and celebrations and they make satisfactory progress in their understanding of what is morally right and wrong. Progress in pupils' knowledge and understanding of regions other than Christian is limited.
- 11 All pupils with special educational needs, including the pupil with a statement, make good progress. The school identifies special educational needs early, and individual educational plans include clear learning targets which enable teachers to provide tasks which are usually well matched to pupils' prior attainment. Experienced classroom assistants liaise closely with the teachers and help to provide effective support for pupils.

12 Standards have remained similar to the last inspection except for information and communication technology where pupils' attainment is below the national expectation. This is due to insufficient planned opportunities in all areas of the curriculum to enable pupils to make systematic progress in skills, knowledge and understanding. However, this has been identified as a priority in the school development plan and at the time of inspection some elements such as training have already taken place. The implementation of the National Literacy and Numeracy Strategies is having a positive effect in helping to improve pupils' skills, knowledge and understanding to reach the higher levels of attainment. This was evident during inspection particularly in upper Key Stage 2. Whilst standards remain similar, progress is inconsistent throughout the school. Progress is good in reception class and upper Key Stage 2 but only satisfactory in Key Stage 1 and lower Key Stage 2. This is preventing more pupils achieving the higher levels by the age of 11.

16

Attitudes, behaviour and personal development

13 The positive attitudes shown by the majority of pupils, including those under five have been maintained since the previous inspection. The personal development of children under five is good. They arrive happily and ready to take part in all activities. They know the routines and are able to make a useful contribution to the success of the day. They are developing in confidence and demonstrating growing levels of independence. They are polite and caring and show sound levels of understanding in a range of situations. Their behaviour and attitudes are positive and this has a significant effect upon their learning.

14 Pupils of all ages are involved in many aspects of their learning, show sustained concentration and enthusiasm and are articulate in their response to questions. Their interest and application to the tasks set by their teachers make a substantial contribution to their progress and attainment. However, a small number of pupils in Key Stage 2 display potentially disruptive and immature behaviour, are easily distracted and drift off task. This poor attitude is noticeable where there is a lack of assured class management and insufficient expectation of good behaviour.

15 The general behaviour of the majority of pupils is satisfactory and parents endorse this finding. However, there is a justified concern amongst some parents about the poor behaviour of a small number of pupils and a lack of a clear consistent approach to their management. In general discussions with pupils, many are unaware of school rules, have little understanding of conventions or the need to comply and lack respect for sanctions. During breaktimes, staff take active measures to prevent overt bullying tendencies and pupils are confident in approaching adults with any concerns they may have. Pupils generally respect one another and their teachers. They treat the premises and the resources with care and are proud of the chess game in the playground and eager to show visitors their swimming pool. Staff have expectations of the pupils' ability to learn from their own mistakes and most pupils regulate their own standards of behaviour well. Parents appreciate that staff set good role models, and feel the school encourages sharing and caring attitudes. There have been no exclusions.

16 Relationships are good for the majority of pupils in the school and between pupils and staff. There is a general friendly warm and open relationship in the school, with pupils working happily together and sharing resources well. For example, pupils on the computer in the library discuss the merits of different software and share ideas and expertise with good humour. Pupils under five are encouraged to work and socialise together, and consideration for others is instilled at this early stage in their school life.

17 The pupils' personal development across all age groups is satisfactory. Pupils often come to the school with immature social behaviour patterns but the majority settle well into school routines and develop confidence and self-discipline. Formal opportunities for pupils to take responsibility are available for Year 5 and Year 6 pupils who carry out their duties conscientiously. There are few structured opportunities for younger pupils to take responsibility, although pupils readily accept requests such as to hold a door open for others or to find a book from the library. They are generally polite and courteous in helping one another. The small number of pupils with poor behavioural patterns show immature personal development and an inability to listen to the views of others or when their classmates are expressing their ideas or answering a question.

21 **Attendance**

18 Attendance at the school continues satisfactorily in line with national figures. Pupils are generally punctual and eager to attend school. Registration periods are brief, polite and efficient providing a prompt and pleasant start to the day. Unauthorised absence is minimal and the satisfactory level of attendance has a beneficial effect on pupils' attainment and progress.

19 The attendance of children under five, although not a statutory requirement, is satisfactory.

23

23

QUALITY OF EDUCATION PROVIDED

23 Teaching

23

24

The quality of teaching is good. Teaching is consistently good or very good in the reception class and upper Key Stage 2. In almost all lessons seen teaching was at least satisfactory with only one lesson graded unsatisfactory. Teaching is good or better in 57 per cent of lessons, satisfactory in 39 per cent of lessons and unsatisfactory in four per cent of lessons. Most subjects at Key Stage 1 and lower Key Stage 2 are taught to a satisfactory standard. In upper Key Stage 2 almost all subjects are taught to a good and often very good standard. Across the school teaching of information technology at both key stages is unsatisfactory. The teaching of pupils with special educational needs is good. Where class teachers integrate individual education plans into their planning the work set for pupils' matches their needs and they receive appropriate support, often from well directed classroom assistants.

1

The school has successfully dealt with the issues raised in the previous inspection report and has completed a systematic review and analysis of curriculum planning to ensure development of each subject. There is significant improvement in the quality of teachers' planning since the last inspection.

2

The quality of teaching for children under the age of five is good and often very good. A third of lessons seen were very good and two thirds were good. The teacher and support assistant have high expectations of the children, plan challenging tasks based on a clear understanding of the needs of these children. They make good use of assessment procedures and base-line assessment taken on entry. Planning is linked firmly to the desirable learning outcomes recommended for children of this age. As a result children are well motivated and enjoy their learning. The environment is bright, colourful and stimulating. Language and literacy work develops well as effective use is made of direct teaching, enabling children to learn letter sounds and words. There is a clear link made between speaking and listening, reading and writing. This helps children to understand and make use of the skills and knowledge they gain in language and literacy lessons across all other areas of the curriculum. There are very good relationships which the teacher uses well to encourage children to learn through a variety of strategies such as games, songs, listening tapes and role-play. Routines are well established and children concentrate well. They share activities, working well with each other and individually. All staff and parent helpers effectively promote children's personal and social development. This enables children to make good progress.

3

Most teachers have good knowledge of the subjects that they teach and of the National Curriculum programmes of study. In the best lessons, teachers' confidence and subject expertise are secure and they show skill in asking probing questions and giving informative explanations which extend pupils' knowledge, skills and understanding. For example, in a Year 5 mathematics lesson the teacher used very good technical mathematical vocabulary ensuring that the pupils applied reasoning and appropriate facts to achieve the correct answer. Where teaching is good and very good, teachers use this confidence to teach with flair and imagination. The challenge provided motivates and stimulates pupils and they

enjoy the opportunity to think and extend their learning. Teachers are unfamiliar with recently purchased computers and software. As a result they do not teach information and communication technology well across the school.

- 4 Teachers' expectations of pupils is generally satisfactory in Key Stage 1 and lower Key Stage 2 but very good in upper Key Stage 2. Teachers know their pupils well and most are effective in encouraging them to do their best and to take pride in their lessons and the presentation of their work. Pupils' work in upper Key Stage 2 is of a high standard. This contributes to the good and very good progress made by these older pupils. However, in some classes teachers' expectations are too low and they expect pupils in mixed age classes to complete the same work. In these instances higher and lower attaining pupils lose interest. This is often reflected by a loss of concentration by pupils, some deterioration in behaviour and untidy presentation of work.
- 5 Individual teachers plan most of their lessons in detail identifying clear objectives of what pupils are to learn. In successful lessons teachers set activities to extend and reinforce pupils' knowledge, understanding and skills. For example, in Year 6 the teacher provided a range of activities focused on the play 'A Midsummer Night's Dream' to help pupils understand how words and expression have changed over time. The teacher made very good use of marking and assessment to identify targets for individual pupils. The teacher used this assessment effectively to plan activities that were suitable for a range of abilities in the class. This careful attention to planning is used inconsistently in some lessons and planned activities are insufficiently challenging for higher attaining pupils. This impacts on learning and the progress that pupils make is limited.
- 1 Teachers' questioning skills are often good. Most pupils are enthusiastic in their response and expand on their answers fluently. For example, teachers ask, 'Why did you decide to use this method?' and pupils respond with good detailed answers. In science, teachers' questions were particularly good, helping pupils to explain 'why' and 'how' they were going to achieve a fair test and what method they would use to record eventual conclusions.
- 1 Most teachers use a good balance between whole-class instruction with opportunities for pupils to work independently and in groups. This was seen to good effect in literacy and in music sessions. Most lessons are well organised and teachers use time and resources effectively. Most teachers manage and control their pupils well. However, in a small minority of lessons where the pace is slow teachers are not successful in captivating and maintaining pupils' interest and as a result a small number exhibit unsatisfactory behaviour. Across the school teaching is often over-directive providing few opportunities for pupils to take responsibility for their own learning. This is preventing pupils' individual personal development. A number of adult helpers, who include both governors and parents, offer valuable assistance and make a good contribution to the work in lessons.
- 2 A whole-school approach to assessment is in place but is not being used fully to inform practice. All teachers use day to day assessment inconsistently across both key stages. Where they use assessment rigorously to plan work that meets the needs of all pupils in mixed age classes, progress is good and often very good such as that seen in the reception class and in Year 5 and Year 6 classes. Where

teachers fail to do this it often results in work that is insufficiently challenging or too difficult and pupils make unsatisfactory progress. Homework is used effectively throughout the school to develop pupils' literacy skills and towards the end of Key Stage 2 pupils are provided with a broader range of homework which helps them to prepare well for secondary education.

32 The curriculum and assessment

- 1 The curriculum for children under five is good and gives pupils an effective foundation for future learning. The broad range of activities includes all areas of national desirable learning outcomes except for physical development where there is insufficient opportunity for children to develop their balancing and climbing skills.
- 2 The curriculum for the rest of the school provides an appropriate breadth and balance and meets statutory requirements, except in the area of information technology, where provision is unsatisfactory. The school meets statutory requirements for all subjects, including religious education. It has a satisfactory programme for personal and social education, which includes a drugs awareness theme. It provides sex education appropriately through the science scheme, teaching it to the oldest pupils with support from the school nurse. The school allocates suitable time to teaching different subjects and has appropriately adjusted teaching time to meet national recommendations. All pupils, including those with special educational needs, have equal opportunity and access to the curriculum, reflecting the school's aims to enable all to achieve their potential.
- 3 There is good provision for extra-curricular activities. These include, for example, netball, football, French, choir and gardening. The school provides opportunities for residential visits such as a stay at Llandudno. In addition there are frequent visits to places of historical and cultural interest, which complement the formal curriculum.
- 4 The school uses the literacy and numeracy hours effectively as a basis for planning in English and mathematics. National schemes form the foundation for planning in other subjects. Topics enable the school to cover the National Curriculum, and provide meaningful links across subjects. The teaching of Information technology is unsatisfactory. There is no systematic development of skills in this subject. Policies are in place for other subjects of the curriculum. The school has appropriately planned for the review of all policies in its development plan every two years.
- 5 The quality of planning is good overall. In response to the previous inspection, it effectively identifies a clear progression in the development of skills and understanding and provides good continuity from year to year. The curriculum works on a rolling programme over a two-year cycle. Careful planning of literacy and numeracy ensure continuity and progression throughout the school. However daily planning is inconsistent at the end of Key Stage 1 and the beginning of Key Stage 2 where work does not meet the needs of pupils with differing prior attainment. Sound links are made between subjects to reinforce prior learning. For example, pupils' knowledge of the Victorians is enhanced by the focus, in drama activities, on mysteries by Sherlock Holmes such as "Puzzle at Pickford

Pump". The school has not yet developed its planning for information technology, but this is an identified priority. Teachers include suitable computer programs in plans, where available, such as those which reinforce historical investigation. However, there is insufficient planning for the development of skills in information technology. Pupils lack opportunities to use computers for controlling information technology based models.

- 6 Provision for pupils with special educational needs is good and meets the requirements of the Code of Practice. There is an effective policy for the support of pupils with special educational needs and those with statements. The quality of individual education plans is good. They clearly identify appropriate learning targets and are reviewed regularly. All pupils with special educational needs make good progress in their learning, and the good support they receive from the special educational needs assistants enables them to work successfully alongside other pupils in the classroom.
- 7 The school uses baseline assessment to assess children under five after they start in the reception class. These early assessment procedures are used effectively to ensure that the needs of the younger children are met. The school keeps appropriate and full records of individual children's development. These define what children know and can do, and are used well to identify areas of strengths and weaknesses in their learning.
- 8 National Curriculum assessment requirements are met at the end of Key Stages 1 and 2. The school makes a thorough diagnostic analysis of all test results and uses the information gained to set targets for future planning to raise and improve standards. Assessment in Years 5 and 6 is skilfully built into planning to monitor pupils' progress. However, there are weaknesses at the end of Key Stage 1 and the beginning of Key Stage 2 where daily assessment is not used effectively to meet the needs of all pupils. Marking is generally good. There are many constructive comments recorded in all classes to help pupils improve their work.
- 9 The assessment of progress of pupils with special educational needs is well recorded on their individual education plans. Parents come into school regularly to discuss pupils' progress and view work. From an early stage of concern, the school systematically involves parents of pupils at all stages of discussion.
- 10 The annual reports to parents are detailed and comprehensive. They meet statutory requirements, are well presented, well written by class teachers and provide clear information of pupils' progress.

42 **Pupils' spiritual, moral, social and cultural development**

- 1 The provision for spiritual development throughout the school is satisfactory. The school's acts of collective worship, contribute satisfactorily to pupils' spiritual, moral, social and cultural development and meet statutory requirements. Work in personal and social education develops sound relationships between pupils and with the staff. There are sound opportunities within the curriculum for the pupils to

explore and reflect upon sensations of awe and wonder and their feelings of delight such as in science when pupils wonder at the marvels of the universe. This was also exemplified during an assembly on Remembrance Day, when the headteacher used his precious teddy-bear to link with the theme of "Remembering". Religious education provides a basis of faith and knowledge of biblical material, with a sound moral and social component. For example, pupils develop a good understanding of celebrations such as Christian naming ceremonies when they visit Tetford church to find out what happens at a traditional Christian christening. In lessons and during collective worship, pupils are given time to reflect on the value and importance of prayer, their own values, commitments and responsibilities. Residential and other visits provide a further enrichment of this aspect of pupils' experience.

- 2 Provision for pupils' moral development is satisfactory. The school has a satisfactory behaviour policy. Although good behaviour is promoted in the school and is celebrated in assemblies, occasionally pupils lack consideration for one another. Effective use is also made of the regular assemblies where pupils have good opportunities to celebrate their achievements and those of others. However, there is a need to implement clear guidelines to ensure a consistent approach to the behaviour management of pupils throughout the school.
- 3 Religious education also contains a strong element of moral teaching. The school has a satisfactory programme of personal and social education, which includes education on the misuse of drugs. The majority of pupils understand the difference between right and wrong, and adults in the school set a good example.
- 4 The school makes sound provision for pupils' social development. Pupils interact well together and are encouraged to take responsibility both within the school community and for the wider community outside. There are appropriate opportunities for pupils to help in the school by, for example, helping with assemblies, getting out and putting away equipment for physical education and helping staff in the classrooms before school. They take these responsibilities seriously. The school has good links with the local vicar, who visits regularly. Pupils regularly take part in events such as Harvest Festival and Christingle services at the local church. The wide range of extra-curricular activities is very popular with pupils and provides sound opportunities for social development.
- 5 The provision for cultural development, which is promoted through stories and visitors to the school, is satisfactory. Visitors, such as the local toy maker from Louth, and theatre groups introduce pupils to examples of their cultural heritage. Pupils study and paint in the style of famous artists such as William Morris thus gaining a feeling for those forms of artistic expression. Work in history and geography serves to extend their experience, and this gains more significance when made particularly relevant through visits to such places as the Museum of Lincolnshire Life. Strong links established with the local clergy give children opportunities to explore and learn about the place in society of the English church. Other faiths and cultures are introduced and studied by examining festivals and foods enjoyed by Jewish and Muslim people. There is however still room for further improvement in the provision for the pupils' cultural development, by identifying opportunities for learning about different multicultural aspect of life across the curriculum and improving the level of resources.

- 6 Provision for children under five is satisfactory. Spiritual development is delivered through many areas of the curriculum for instance, the study of their local environment and through a variety of visits to such places as the toy museum. Children learn how to behave and to understand the differences between right and wrong. They develop personal responsibility by helping to keep the classroom tidy. The school teaches them to form good relationships by encouraging them to work and play in small groups. They learn to value and be polite to each other. Stories and visitors to the school enhance the children's cultural development.

48 **Support, guidance and pupils' welfare**

- 7 The school continues to promote the health, welfare and safety of its pupils satisfactorily in a caring and supportive environment which was reported in the previous inspection. It makes good arrangements for the induction of new pupils and those under five. Older pupils receive well informed support to assist their transition to secondary education. Teachers know their pupils well, generally have good relations with them and are responsive to their individual needs. The support staff are caring and approachable, giving good advice on day to day matters. Pupils with special educational needs are given the help they need to meet targets in their individual education plans. They are fully integrated into the school.
- 8 The school has documented procedures for the systematic recording and assessment of pupils' progress and personal development. Staff monitor pupils formally and informally and there are strategies in place for the use of assessment to inform teachers' planning. However, this is not used consistently by all teachers to plan work effectively in mixed age classes. The school has procedures for recording pupils' attitudes and behaviour and uses these records to encourage positive behaviour and inform parents in the annual written reports.
- 9 The school's policies and procedures for promoting good behaviour are generally satisfactory for the majority of pupils, but are less effective for a small number of pupils. The school has expectations of good behaviour and the encouragement of self-discipline, but some pupils and their parents lack clear guidelines as to what these are. There is no published school code of conduct outlining aims and ethos. There are few examples of class rules to improve pupils' attitudes or encourage respect for others. There are measures to raise pupils' self-esteem through merit certificates and the celebration of success in assemblies. These are supported by an appropriate system of rewards and sanctions. Supervision of pupils is satisfactory and anti-bullying measures are generally effective. However, a small number of pupils with challenging and disruptive behaviour are potentially intimidating and do not always respond positively to the inconsistent application of these measures. Parents at the pre-inspection meeting expressed concern at unacceptable forms of behaviour and lack of firm behaviour management in some classrooms and on the playground. Immature and disruptive behaviour patterns were evident in some classes where class management was weak and the use of discipline procedures inconsistent. The school provides good support for pupils with special educational needs to meet targets in their individual educational plans, including behavioural and attitude targets.
- 10 The school's procedures for monitoring and recording attendance are satisfactory.

Teachers mark registers in accordance with legal requirements and follow up any unexplained absences. Arrangements for child protection follow the local education authority guidelines and there are satisfactory arrangements for first aid cover, health and safety inspections and fire drills. The premises and facilities are very well maintained to a high standard of cleanliness.

52 **Partnership with parents and the community**

- 11 The previous report spoke of the active involvement of the parents in the life of the school and the encouragement they received to make a significant contribution through their help in the classroom. This continues to be true, and parents feel very involved in their children's learning and welcome in the school. A number of parents regularly help in school and many more encourage pupils' reading at home.
- 12 The quality of information provided for parents is good and appreciated by parents. At the pre inspection meeting a parent commented that 90 per cent of the time the information they receive is good. Parents receive regular newsletters, supplemented by information specific to topics to be covered as part of the curriculum and news of pupils' sporting achievements. Parents of pupils with special educational needs are well informed and involved in reviews of progress. All parents have the opportunities to meet teachers and discuss pupils' progress in formal parents' evenings and many stop for an informal chat before or after school. The quality of annual written reports is good giving evaluative comments on levels achieved, information on progress and standards attained including general behaviour and attitudes to work and school life. Targets are set for areas of improvement or greater endeavour. Although the school has arranged meetings to inform the parents about the literacy and numeracy hours, there remains a minority who would welcome further information.
- 13 Parents feel welcomed into school and they value the open, friendly atmosphere and the opportunity to help in classrooms or on school trips. Parents who assist in class are well briefed and valued. The Parent Teachers Association is a hard working group of friends and parents who organise social and fund raising events to provide resources such as a new environmental pond and outdoor chess and snakes and ladders games in the playground. The swimming pool is refurbished and maintained by their efforts and pupils speak proudly of 'our' swimming pool. The active involvement of parents in the daily activities of the school and support at home has a beneficial impact on the pupils' progress and attainment.
- 14 Links with the local community and the wider area which the school serves are good and pupils are given opportunities to participate. Sporting activities involving other schools such as cross country running, visits to farm museums and residential trips help to broaden the curriculum. Visitors such as artists and travelling theatre groups, police, dentists and recycling agencies give pupils an insight into a wide range of activities and the world of work. Charity support such as for the National Society for the Prevention of Cruelty to Children and close links with the local church and clergy provide opportunities to reflect on a wider world. The school strives to provide a focus for the wide catchment area from which the pupils come with sports days and summer fairs attended by numbers of parents

and friends. Liaison with the local playgroup and secondary schools are effective and appreciated by parents and pupils. However, there are few opportunities for multi-cultural links.

56 THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

56 Leadership and management

- 15 The headteacher and the governing body provide good leadership, offering clear educational direction for the school. The school has a clear sense of purpose and successfully meets its aim to offer opportunities to develop the whole child. Staff fully support the aims and values of the school and this is reflected in the positive ethos for learning.
- 16 The headteacher has a strong commitment to raising standards and sets a good example to staff in the way in which he effectively carries out his teaching and management role. His clear vision for the future direction of the school is a major contributory factor in the good quality of education provided. He has a clear rationale for educational provision which is based on a good understanding of what is required for pupils to help them learn. In this he is well supported by the senior teacher. Both work extremely well together. This is a significant factor in the way in which the school has maintained its good standards. Since the last inspection this good teamwork has enabled the school to deal effectively with most of the identified areas for improvement. Whilst the school has reviewed the roles and responsibilities of the identified teacher to ensure that they monitor their subjects throughout the school, there are few opportunities for them to observe the quality of classroom practice. This is partly due to the nature of a small school and little available time to release teachers from their daily classroom teaching commitment. The headteacher is aware of these shortcomings and has already made alternative plans to release identified teachers to monitor in the future.
- 17 The contribution of the governing body to the effective running of the school is sound overall. Governors take their responsibilities seriously and most are well informed. They are very supportive of the headteacher and staff in the implementation of new policies. The Chair of Governors who has recently taken up the position works closely with the headteacher and other governors and is effective in helping the school achieve its aims. There is an efficient system of committees which meet regularly, reporting back to the full governing body. All governors have a linked subject for which they have responsibility for monitoring. Governors and staff have completed a full monitoring audit for literacy and numeracy and some aspects of information and communication technology such as the provision of hardware. These visits enable the governing body to work effectively alongside teachers identifying areas for development at an early stage. Although these aspects of monitoring help governors in planning for the school's development they are not sufficiently rigorous in monitoring the quality of teaching and learning across the school.
- 18 The school development plan effectively provides for curriculum development and also encompasses other aspects of school management such as community and premises issues. Priorities are widely understood and supported by the staff and regularly reviewed by both staff and governors. This ensures that initiatives such as the Numeracy Strategy are successfully implemented. Currently the staff and governors are monitoring a number of issues which may cause changes to be made in the future in order to deal with the problems caused by overspending of the budget. All targets are supported by detailed action plans in which

responsibilities are clearly designated, procedures established, financial planning defined and time schedules set.

- 19 The headteacher, senior teacher and identified subject teachers have worked hard to ensure that planning and curriculum developments are effective and they have developed a good sense of teamwork among staff. Whilst the team monitor teaching and learning through teachers' planning and the scrutiny of pupils' work they are insufficiently informed of the quality of teaching and learning in classrooms. This is a contributory factor to the inconsistent progress made by pupils as they move from different classes through the school. Scrutiny of pupils' work has not been rigorous enough in checking the work pupils are asked to complete and whether it was sufficiently challenging for all pupils in mixed age classes. The headteacher is aware of these shortcomings and through a planned programme of professional development is helping to provide opportunities for identified teachers to fulfil this important role.
- 20 Policies are in place for all subjects and the school are in the process of implementing the government guidelines for the curriculum to replace schemes of work. A policy for the induction of new staff is good. This provides a clear guide to school procedures and reflects the strong sense of purpose in the school and the good level of shared responsibility by staff in helping to meet targets.
- 21 The arrangements for the identification and support of pupils with special educational needs are good and comply with the Code of Practice. A governor has designated responsibility for monitoring this provision. The teacher with responsibility for special educational needs receives release time from the classroom to monitor the provision, to hold reviews with parents and to follow up pupils' individual educational plans. The specialist support provided for pupils with special educational needs is good and is effective in helping pupils gain confidence to move forward in their learning.
- 22 The day-to-day running of the school is smooth, there are regular and purposeful meetings and communication within the school is effective. The leadership and management of the school are good and there is a firm basis for continued improvement.

64 **Staffing, accommodation and learning resources**

- 1 The staff who work with children under five are well qualified and have high levels of experience and expertise to teach the appropriate areas of learning. They are fully integrated into the school and share the same development, appraisal and in-service training opportunities as their colleagues. The provision for children with special educational needs is good. The classroom provides good accommodation, which is used very effectively to provide opportunities for the children to experience a wide range of activities. However the extensive grounds do not provide appropriate facilities for children under the age of five. There is no large play equipment, such as climbing frames, or large wheeled toys to develop fully their physical skills. The classroom's good resources are in good condition and support the children's learning effectively. The classroom is bright and attractive with a

variety of colourful and attractive displays.

- 2 Throughout the rest of the school there are a good number of suitably qualified and experienced staff to meet the needs of the curriculum. Detailed job descriptions and appropriate procedures are in place for the appraisal and induction of staff. The school plans the professional development of staff very effectively providing suitable training to meet the needs of the staff and the school. All the staff have attended relevant in-service courses to support the introduction of the National Strategies for Literacy and Numeracy. The school encourages staff to develop their professional skills. Teachers have attended a range of in service training courses, both to enhance their own professional development and to address curriculum and management needs of the school. However, although there is a satisfactory range of initial qualifications, there is a lack of expertise in information technology. As a result, all the staff are attending a sequence of training sessions to improve their confidence in teaching information technology. The teachers and the support assistants, work well as a team, making a significant contribution to the pupils' good rate of progress by the end of Key Stage 2. The administrative staff effectively support the smooth running of the school, while the cleaning and lunchtime staff provide a good service to the school.
- 3 The school delegates responsibilities suitably, and there are satisfactory arrangements for appraisal. The special educational needs co-ordinator supports teachers well in the early identification, teaching and assessment of pupils. She maintains good links with parents and outside agencies. Whilst identified teachers monitor the quality of teaching and learning through the scrutiny of pupils' work and teachers' planning, this is not sufficiently rigorous and weaknesses in pupils' progress have occurred.
- 4 Accommodation is good. The present school was built in 1974. A two classroom extension, complete with toilets, disabled facilities, cloakrooms, reception area and practical area opened in September 1996. The school is set in attractive and extensive grounds. Apart from the playground there is a large playing field and a heated outdoor swimming pool. An area of the playing field has been developed as a conservation area and includes a small pond. The accommodation is spacious and provides a positive environment for the teaching of the full curriculum. The school buildings are clean and well maintained by the capable cleaning staff. The internal standard of decoration is good. The playground has markings for games. Facilities for physical education are good, though the outside space for under-fives does not fully meet their curricular needs.
- 5 Learning resources are adequate to meet the requirements of the curriculum. The school has recently improved provision for information technology and supplemented resources to support the National Literacy and Numeracy Strategies. Books are accessible to pupils and are adequate. However, the school library is insufficiently used to contribute as an effective resource for developing pupils' research skills. The accommodation for children under five is good but pupils lack facilities for outdoor play, using large play equipment. Good use is made of the local environment to enrich pupils' understanding in many areas of the curriculum. The school uses visits and visitors as an effective resource for learning, which contributes well to standards achieved. Staffing, learning resources and the accommodation make a good contribution to the quality of

education.

69 The efficiency of the school

- 1 Financial planning and management are good, and the school makes efficient use of its resources to promote the learning of all pupils. The governing body has a sound understanding of its financial role and the finance committee is clear about its responsibilities. Careful financial planning supports educational decisions effectively. For example, despite the fluctuation in pupil numbers the school has decided to retain a high staffing level and allow the annual budget to overspend for the next three years. The school is taking the amount overspent from a substantial contingency fund. The headteacher and governing body have identified a planned programme for expenditure and are fully aware that the current situation requires careful monitoring.
- 2 The previous inspection report referred to weaknesses in monitoring the effectiveness of budgetary decisions against pupils' achievements. Whilst the school has dealt with this effectively and can explain financial decisions in full detail, monitoring the quality of teaching across the school is an area for further improvement.
- 3 The school deploys teaching staff effectively and efficiently. The decision to split a large mixed age upper Key Stage 2 class into two separate year groups for literacy, numeracy and science is helping to have a significant impact on standards by the end of the key stage. This, together with very good teaching by the headteacher, senior teacher and part-time teacher, is having a positive effect upon the progress made by pupils by the time they are 11. Good use is made of educational support staff particularly for the support of pupils with special educational needs. There are identified teachers for all subjects and although their role and responsibilities are clearly outlined, monitoring the standards within classrooms is presently insufficiently developed.
- 4 The funds allocated to the school for staff development are appropriately used to enhance the skills of staff. For example, at the time of inspection all teaching staff were attending a sequence of training sessions to develop their skills, knowledge and understanding of information and communication technology. This is part of an identified area for development within the school development plan. Funding to support pupils with special educational needs and particularly two pupils with a statement of special educational need is used very effectively for the benefit of the pupils.
- 5 The administrative assistant carries out routine administration efficiently. She provides appropriate support to the headteacher and staff, enabling them to concentrate on educational provision. On a day-to-day basis the school runs smoothly.
- 6 The previous report concluded that the school gave good value for money. The school continues to provide education of high quality. Pupils enter school with an

average level of attainment, and they achieve standards above the national average by the time they leave. The school has a good ethos, and most pupils behave well. Although the unit cost per pupil is high, the school's many positive factors lead to the judgement that it provides good value for money.

75 **PART B: CURRICULUM AREAS AND SUBJECTS**

75 **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

1 The provision for children under the age of five is good. The school operates an annual admissions policy for children to start school in the September following their fourth birthday. They come predominantly from the local nursery or playgroup. Only a minority of children have not previously experienced pre-school education. At the time of the inspection 18 of the 23 children in the reception class were under five.

2 The staff plan a broad and well balanced curriculum, effectively offering a good range of appropriate activities and experiences that successfully interest and stimulate the children's learning. Thorough planning ensures good coverage of all areas of learning and leads appropriately towards the Key Stage 1 programmes of study, except in the area of physical development where there is insufficient opportunity for children to develop their balancing and climbing skills.

3 Children's attainment levels on entry to school, in all areas of learning, are broadly in line with what might be expected of children at their age. Baseline assessment, administered soon after children start school, confirms this picture. On this basis, inspection evidence suggests that children make good progress during their early schooling. By the age of five, they achieve above the expected standards in all areas of learning. The school provides good support for children with special educational needs, and they make good progress. This standard of progress is due to the good quality of teaching and support provided.

78

4 Assessment of the under fives is good. A good system has been established for recording children's attainment on entry and during their time in the reception class. Good links with the local nursery and playgroup ensure that the teacher has good knowledge of the pupils before they start school. The assessments that the teacher makes are accurate and used effectively as a basis for the future planning of activities for children and that work matches to their abilities.

79

79 **Personal and social development**

5 Children's personal development is good. They arrive happily and ready to take part in the activities. They know the routines and are able to make a useful contribution to the success of the day. They are developing in confidence and demonstrating growing levels of independence. They are polite and caring and show sound levels of understanding in a range of situations. Their behaviour and attitudes are positive and this has a significant effect upon their learning.

80 **Language and literacy**

6 By the age of five, most children attain levels that are above average for their age in language and literacy. They listen well in small group and whole class situations and respond positively to adults' questions. In role-play areas, such as "The Toy Shop", they take on different roles and use language effectively to express ideas

and make up stories. Children are developing their knowledge and understanding of books that they enjoy and handle carefully. They concentrate well on stories such as "One Teddy All Alone", and are able to describe the main events and usually order them correctly. Many know the sounds that letters represent and use this knowledge in their reading effectively. The teaching of early reading is effective because of the consistent development of skills in building words and recognising the sounds that letters make. They are encouraged to take home books to share with an adult. These arrangements have a positive impact on their progress in reading. Many children form their letters accurately and make good attempts to write down their stories with some help from the teacher.

81 **Mathematics**

- 7 Children make good progress in developing their mathematical understanding. There is a good emphasis on the use and understanding of language relating to mathematics. Many count accurately at least to 10. They have an understanding of more and less, bigger and smaller, longer and shorter and can use their knowledge to solve simple problems. They recognise and copy patterns and sort and match objects. A basic understanding of shape is emerging as many pupils are able to recognise circles, triangles, squares and rectangles. The computer is used effectively to support the teaching and learning of mathematics. Children add and subtract small numbers easily. They enjoy singing number song such as "What a Busy Day Telling the Time". Many children can read the hours on the face of the clock and recognise significant times of the day. Higher attaining children make zig-zag books to record times of events during the day, such as getting up, lunchtime and the end of the school day.
- 8 The quality of teaching in mathematics is good. Group and class activities are very well organised. The children are given many opportunities to use resources and equipment to help them understand the value of numbers and the names of shapes and coins. The children are given challenging and interesting work that helps them to make good progress.

83 **Knowledge and understanding of the world**

- 9 By the age of five most children have above average knowledge and understanding of the world. Children are developing a growing awareness and knowledge of the world through a planned programme of topics such as "Toys", incorporating the science focus of forces. They explore magnetic force by sorting various materials into two groups, namely "those that magnets pick up and those that they don't". They respond positively to opportunities that are provided for them to explore the natural environment. For example, on walks around the village of Tetford they develop observational skills and a sense of location and direction. They also develop an understanding of past and present and a sense of personal history through learning experiences based on their families. They look closely at materials and observe changes. Most pupils can carry out simple operations on the computer. They can plan and make models and can draw recognisable pictures relating to their experiences.

10 The quality of teaching is good. The teacher provides a range of opportunities for children to explore the environment both inside and outside their classroom. The good experiences she provides through whole class discussions enable children to relate their own experiences to those around them. Good attention is paid to safety issues.

85 **Physical development**

11 By the age of five children's levels of physical skills are good overall. They are developing good manipulative skills that they use to good effect as they connect pieces of equipment together, cut, paste and practise the early stages of writing. Co-ordination skills are appropriately developing as pupils match shapes and complete jigsaws. They show an increasing awareness of space and improve their physical skills by using low level apparatus such as benches and balancing equipment. Most children can throw, catch and balance; they make good progress in developing these skills. Children have good opportunities to use tools, scissors and pencils to develop their fine movement skills. The lack of large equipment restricts the quality and range of their physical development outdoors.

12 The quality of teaching is good. The teacher effectively builds on the children's experiences by providing stimulating, imaginative and safe activities, which encourage the children to develop confidence and increasing skill. However, there are only limited opportunities for the pupils to develop effective skills in climbing and balancing.

87 **Creative development**

13 By the age of five most children make good progress in most areas of their creative development and attain levels of understanding and skill that are above average for their age. Their ability to express their ideas and feelings develops well through art and music. Children show confidence and skill in drawing, painting and model making, in directed and self-chosen activities. They use a range of materials, for example, when making a colourful autumn collage and a large three dimensional model of Noah's Ark. They make colourful pictures of people using a variety of shapes. Many good opportunities are provided for children's imaginative and role-play activities and their response is good. Children play well co-operatively and show good understanding of the stories and situations they have heard and observed.

14 The quality of teaching is good. The teacher gives very good sensitive support to the pupils and makes very good use of observation and high quality discussion to provide children with good opportunities to experiment, explore and effectively develop the use of descriptive language. Group and class activities are very well organised. The teacher makes good use of space and learning resources and objectives are very clear. Other adults who help provide skilled support in the classroom.

89 English

- 1 In the National Curriculum assessments in 1998, the percentage of pupils aged 11, at the end of Key Stage 2, reaching level 4 and level 5 in English was above the national average. Pupils' performance was also above average in comparison with similar schools. Pupils' attainment in reading, at 7 years of age, at the end of Key Stage 1, was above that expected nationally. In writing, pupils attained levels in line with the national average. Evidence from test results in 1999 indicates that standards have improved in Key Stage 2 and the school achieved the targets it set itself. In Key Stage 1, results from National Curriculum tests indicate that standards have remained the same.
- 2 On entry to the school, pupils' attainment is in line with that expected for children of that age. The youngest children quickly develop confidence in speaking and learn to listen attentively to the teacher and to others. Good listening skills were evident in the reception class lesson in gymnastics, where all pupils listened carefully to instructions, and responded well. By the end of the key stage, many pupils talk confidently about their work. They draw readily upon personal experiences, such as when preparing for a visit to Tetford Church to learn what happens at a traditional Christian christening service.
- 3 However some pupils towards the end of Key Stage 1 and at the beginning of Key Stage 2 do not continue to listen attentively. A few pupils do not consistently follow instructions well or discuss their work sensibly. In Years 5 and 6, speaking and listening skills are good. Pupils take turns to listen and to contribute their suggestions and answers, showing appreciation of others' points of view. By the end of the key stage, most show confidence in speaking and listening tasks, and teachers sensitively encourage more reluctant pupils to contribute. The personal and social programme contributes appropriately to pupils' development in speaking and listening, with encouragement provided to all to contribute their ideas.
- 4 Pupils' attainment in reading develops well throughout the school. Younger pupils in the reception class recognise and name letters of the alphabet and recall many familiar words. By Year 1, pupils have made good progress in letter recognition and in their knowledge and understanding of books. The use of big books, such as "Walking in the Jungle" and the reinforcement of grammatical skills as class and group activities enhances their learning. Most pupils show a well developed awareness of a variety of print and higher attaining pupils recognise the difference between fiction and non-fiction and use a well developed vocabulary when discussing the title, author and illustrator. The majority of pupils attain good levels in reading by the end of Key Stage 1.
- 5 At Key Stage 2, pupils read for an increasing range of purposes, using a variety of formats. Younger pupils in the key stage continue to build up an appropriate sight vocabulary and learn to make use of the context to anticipate what might happen next in a story. They begin to recognise familiar patterns in words. The hesitant readers make sensible attempts at reading unfamiliar words. Pupils in Year 6 demonstrate above average knowledge and understanding of how words and expressions have changed over time when studying the Shakespeare play, "A

Midsummer Night's Dream". Pupils read with good understanding and are able to answer literal and more complex, inferential questions about the text. By the end of Key Stage 2, most pupils are fluent readers and a significant number attain above average levels expected for their age. Pupils show interest and enjoyment in their reading and talk knowledgeably about books they have read. They understand how to make good use of reading aids such as an index, chapter headings, or contents lists. However, pupils do not generally use reference books successfully to research information for other subjects. A significant number do not make good use of the school library or understand how to use a library system to retrieve information.

- 6 By the end of Key Stage 1 levels of attainment in writing are in line with the national average. Younger pupils write simple words accurately, unaided and with appropriate letter formation. Older pupils make sound use of dictionaries and acquire satisfactory skills in the construction of sentences, but higher attaining pupils rarely use their widening vocabulary to vary their stories and interest the reader.
- 7 By the end of Key Stage 2 pupils write independently and with concentration for a sustained period. In Years 5 and 6 pupils write interesting accounts, often linked to their topics, such as the life of Anne Frank. Imaginative, expressive and argumentative styles of writing develop well. The writing of higher attaining pupils contains complex sentence structures, such as a wide range of vocabulary and words to join phrases containing variation and interest. Throughout the school techniques in spelling and handwriting are specifically and consistently taught and in consequence the quality of pupils' work is often of a high standard. However pupils do not use the computer effectively to present a range of work in a variety of formats.
- 8 Evidence from pupils' work shows that the rate of progress across the school varies. Progress for the youngest pupils is good in all aspects of English. In Years 5 and 6 it is very good. The work seen in lessons during the inspection showed that, for most pupils, progress in reading is good. However, for pupils towards the end of Key Stage 1 and at the beginning of Key Stage 2 progress in writing is less marked, due to the teachers' low expectation of what pupils can achieve, particularly higher attainers. In these classes teachers do not use assessment data well to plan work that accurately matches the needs of all pupils.
- 9 Pupils with special educational needs make good progress. They receive well targeted support. Good individual educational plans give clear guidance and set targets that are regularly modified when pupils achieve them.
- 10 Pupils generally respond well. They enjoy the literacy hour. The links between English and other subjects, such as history, are good and provide reinforcement of pupils' knowledge and understanding of the past, such as in their study of life in Victorian times. Older pupils in Key Stage 2 learn about what it was like for children living in Victorian Britain and contrast life then and now. Most pupils have positive attitudes and their behaviour is good.
- 11 However, a small number of pupils in some classes towards the end of Key Stage 1 and the beginning of Key Stage 2 do not behave consistently well.

12 The quality of teaching is good overall. The subject is satisfactorily led and all staff contribute effectively towards planning. The school has established good programmes for developing literacy, and monitors them mainly through the scrutiny of pupils' work. Objectives are clear but work does not always appropriately match pupils' needs. Teachers have good subject knowledge and manage pupils in the reception class and upper Key Stage 2. In the best lessons, they use time efficiently and lessons proceed at a brisk pace. Teachers' relationships with pupils are generally sound. However, in a very few instances, there is very sparing use of praise and encouragement, particularly to boost self esteem for pupils with lower prior attainment.

13 The school has carefully analysed and identified its provision for English, along with pupils' attainment. It has established clear priorities for improvement and has worked hard to develop the literacy hour. It has set suitable targets to improve writing, in particular. However, although pupils' progress is carefully assessed, the school does not use assessments consistently throughout the year groups to match work well to the needs of all pupils.

14 The provision of resources is good and fully meets the needs of the National Curriculum and the National Literacy Strategy. Extra resources have been acquired for the literacy hour such as big books and additional audio-visual equipment, such as tape recorders for listening and reading, and overhead projectors for shared reading and writing activities. However, pupils rarely use the school library, and it does not contribute effectively to progress in literacy and research skills in other subjects. The school has introduced a new, good quality reading scheme. However, the use of information technology does not suitably reinforce attainment in the subject.

103 **Mathematics**

1 Results of the 1998 end of Key Stage 2 National Curriculum tests in mathematics show that the proportion of pupils reaching the expected standard was above the national average. The proportion of pupils reaching the higher level of attainment was well below the national average. When compared to all schools nationally and schools deemed similar standards are above the national average. There was no significant difference between the attainment of boys and girls.

2 Results of 1998 end of Key Stage 1 National Curriculum tests in mathematics show that the proportion of pupils reaching the expected standard was close to the national average. The proportion of pupils reaching the higher level of attainment was below the national average. When compared to all schools and to similar schools, pupils' attainment is in line with the national average. Overall there is little difference between the performance of girls and boys.

3 Evidence from the inspection indicates that pupils' attainment at the end of Key Stage 1 is in line with the national expectation and is above the national expectation at the end of Key Stage 2. Early indications of the results of 1999 National Curriculum tests show that there has been an improvement in mathematics at both key stages, particularly in pupils attaining the higher level at

Key Stage 2. This is due to discrete teaching of mathematics to individual year groups in Year 5 and Year 6, improved planning and assessment procedures and to the composition of the cohort of pupils.

- 4 By the time pupils are seven, most know how to add and take away numbers to ten and order numbers up to one hundred without difficulty. They add two numbers to make fifty and complete missing numbers counting forwards and backwards. They understand ordinal numbers and confidently match the number to the word whilst identifying the first, second and third up to ten. Pupils are beginning to see patterns in numbers when partitioning and combining. Pupils have a good knowledge of shape. They identify common shapes by their properties, such as the number of straight and curved sides and they use this knowledge to sort and classify different objects. About half of the pupils have a sound grasp of data handling. Whilst pupils have a good knowledge of numbers, they have few opportunities to develop different mathematical approaches to look for ways to solve problems.
- 5 By the time pupils are 11 they have a good understanding of number and use this confidently when working on complicated calculations. Most know multiplication tables and recall these quickly when solving problems. For example, they answer questions such as 'give me a multiple of 8 in a right angled triangle'. Pupils' understanding of fractions is good and they confidently use this knowledge to make relationships between fractions, percentages and decimals of a whole number. Pupils describe the properties of solid shapes accurately and classify quadrilaterals using criteria such as parallel sides and equal angles. They draw shapes with increasing accuracy such as a trapezium and congruent triangles and explain the differences well. Pupils have a well developed mathematical vocabulary which they use appropriately during question and answer sessions. Although pupils have little knowledge of how information and communication technology is used to support mathematics they quickly followed instructions during a first attempt at using Logo to draw a trapezium. Pupils present their information in a clear and organised way explaining, the reasons for their presentation confidently. Pupils show good understanding of mathematics and use this knowledge to solve problems.
- 6 Overall, pupils including those with special educational needs make satisfactory progress in developing their mathematical knowledge, skills and understanding in Key Stage 1 and good progress in Key Stage 2. The youngest pupils begin to use a range of appropriate mathematical vocabulary such as 'more than' and 'less than' and they develop sound skills such as recognising numbers and matching the number of objects to the written number. By Year 1 pupils identify odd and even numbers and add numbers to ten. They are beginning to develop effective strategies for mental calculations. For example, pupils use their knowledge of number to add three numbers to make ten. In Year 3 pupils develop a satisfactory understanding of place value, identifying accurately the number of tens and units within a number. By Year 4 pupils have a satisfactory knowledge of early multiplication tables and they understand the link between this and repeated addition. Pupils in Year 5 make good progress. They confidently use technical mathematical language such as 'scalene, isosceles and equilateral' when referring to triangles and can use appropriate equipment to draw the shapes accurately. By Year 6 pupils know how to calculate the 'mean', 'mode' and 'median' and represent their answers using bar charts. They understand symmetry and accurately cut and

stick shapes to create a rotating symmetrical pattern. Pupils use computers to draw shapes and to create individual shape patterns. Across the school pupils' use of information and communication technology to make progress in using and applying mathematics is insufficient. Whilst pupils in Key Stage 1 and lower Key Stage 2 make satisfactory progress, their progress in dealing with problems is restricted by an over-emphasis on mechanical tasks and insufficient challenge for the higher attaining pupils.

- 7 The quality of teaching is good overall. Teaching is very good in a quarter of lessons, good in a quarter of lessons and satisfactory in half of the lessons seen. In upper Key Stage 2 all lessons seen were good or very good. Teachers plan lessons well and identify clearly what they want the pupils to learn. They use questioning well to make pupils think and to extend their learning. The pace of lessons is brisk. This motivates the pupils and they make good progress. In a lesson on tessellation and symmetry, the teacher made effective teaching points about rotation. There was good use of resources such as the computer and clear links made to other subjects such as history and art. Similar very good teaching was seen in Year 5 where the teacher used target numbers very effectively to encourage pupils to use their knowledge and understanding of computation to achieve a given number. In a minority of lessons teachers do not build sufficiently on to what pupils can do and do not use the school's assessment systems effectively to plan work that is challenging and matched to pupils needs. Often, teachers plan similar work for all pupils in a mixed age class and on these occasions, pupils' lose interest, behaviour deteriorates and progress is limited. However, teachers manage homework well throughout the school and use it effectively to extend pupils' learning.
- 8 The school has implemented the National Numeracy Strategy. The curriculum is broad and balanced and meets the requirements of the National Curriculum. Whilst the school has a good policy and systems for the assessment of pupils' progress, not all teachers use it consistently to plan the next stage of pupils' learning. When they do use it effectively, planned work is challenging and all pupils including those with special educational needs make very good progress. The school reviews and records individual targets set for pupils. Its strategy for developing pupils' numeracy skills is good and there are appropriate opportunities for pupils to practise these in other subjects of the curriculum. For example, in science they measure and record information in the form of tables and graphs and use stop watches to monitor time. A small number of pupils use their knowledge of rotational symmetry in art to create patterns using the computer.
- 9 The identified teacher with responsibility for mathematics is the headteacher. He has a very good knowledge and understanding of the subject and leads by good example. Implementation of the numeracy hour is effective and appropriate training has been provided for all teachers. The school has taken a thorough analysis of test results, and is fully aware of areas for development such as the increased use of information and communication technology. The school development plan identifies the implementation of the numeracy hour and information and communication technology as areas for development. At the time of inspection the school was well on the way to achieving these targets. Although some monitoring of teaching has taken place it does not happen on a regular basis. This is due to the headteacher's teaching commitment each morning, resulting in too few non-teaching opportunities to plan a systematic rota for

monitoring.

112 Science

- 1 National Curriculum test results at the end of Key Stage 2 in 1998 indicate that the percentage of pupils attaining levels expected nationally was in line with the national average. The percentage of higher attainers was also close to the national average. When the pupils are 11 years of age, their standard of attainment in science was in line when compared with all schools and with similar schools. Evidence from test results in 1999 indicates that standards have improved in Key Stage 2 and the school achieved the targets it set itself. In Key Stage 1, results from National Curriculum tests indicate that standards have remained the same.
- 2 Levels of attainment upon admission to the school are average. Evidence gained from lessons observed, from the scrutiny of pupils' work, discussions with staff and pupils, teachers' plans and displayed work, shows that by the end of Key Stage 1 most pupils attain standards which are average in science and that by the end of Key Stage 2 most attain above average standards in the subject. Progress for all pupils, including those with special educational needs, in most aspects of science is satisfactory at Key Stage 1 and good at Key Stage 2.
- 3 By the end of Key Stage 1, pupils have a sound understanding of forces and motion. They discover that pushes and pulls are forces that cause familiar objects to move, to speed up, slow down or change direction. The youngest pupils in the reception class have experience of handling a variety of wheeled, rolling and sliding objects. They sort toys into movement groups and make a simple, moving teddy using card and split pins. Pupils in Year 1 and 2 find things in the classroom that need either a push or a pull to make them move. They know that forces can change the shape of things such as playdough, sponges, cardboard tubes and elastic bands. They experience and explore magnetic force and make and evaluate autogyros from different materials when investigating air resistance. They are able to talk about their findings and make suggestions. They understand the need to make things fair. Pupils study material, life processes and living things. Most pupils identify parts of the body with ease, and understand the need for hygiene. In investigative science, pupils record their findings appropriately. In their work on materials, they know that some materials can change their state due to the effect of temperature, for example, that water is a liquid but can also be a solid, and a gas. Younger pupils recognise the changes that occur in foods when they are cooked. By the end of the key stage, pupils have adequately covered all aspects of the subject.
- 4 At Key Stage 2, pupils combine their work in science with other subjects such as English, and literacy skills are developing within the subject through the use of subject specific language. Scrutiny of pupils' work shows that most begin to understand the complexity of fair tests, for example, older pupils understand the need to change only one variable at a time when conducting experiments or undertaking investigations. They understand that objects have weight because of the gravitational attraction between them and the earth. They work well together in small groups, for example exploring their work on parachuting and planning tests to

determine which parachute is more effective than others. They learn to select appropriate apparatus and equipment and how to use them safely. Most explain and demonstrate their results confidently. They carry out investigations to find out what would make a difference to the brightness of a bulb in a circuit. By the end of the key stage pupils understand the properties of materials. They record observations and measurements in different ways, by written accounts, diagrams and graphs. However the school does not use information technology well to support pupils' work in science.

- 5 Most pupils, including those with special educational needs, make at least sound progress in their scientific knowledge and understanding and in their ability to conduct fair tests. In Years 5 and 6 progress is very good. Pupils improve their skills by working collaboratively and in discussions with the teacher. Progress is good when pupils are clear about what is expected of them and where the work enables them to make gains in knowledge and understanding and to use opportunities for problem solving. Progress is slower when pupils do not co-operate effectively, or where the work set is not appropriate to the full range of pupil abilities within the class. Written work in science makes a sound contribution to the development of literacy skills.
- 6 Pupils' attitudes to work are generally good throughout the school. Most behave responsibly and co-operate well together. Pupils enjoy science and like to work independently, using their initiative. Pupils are enthusiastic and respond well to a challenge. Most are keen to explain their work and have a desire to do well. Many pupils concentrate effectively for sustained periods. In a small minority of classes a few pupils' attitudes are less positive. In these situations some pupils are inattentive and noisy.
- 7 The quality of teaching is good overall. Planning is detailed and often shows links with other subjects, such as design and technology. Teachers identify opportunities for assessment clearly. Relationships between teachers and pupils are usually good. In the best lessons, the pace is brisk, teachers' expectations are high and they manage pupils and time well. Marking is generally good. There are many encouraging and helpful comments, which tell pupils how to improve their work.
- 8 There is a suitable science policy and scheme of work. Both give good, general guidance on the requirements for safe and effective teaching. These schemes ensure coverage of National Curriculum science and continuity through the key stages. There are good procedures for assessing pupils' attainment in investigative science, and the school has developed appropriate systems for recording pupils' progress.
- 9 The subject co-ordinator monitors the implementation of science teaching through the monitoring of pupils' work. The quantity and quality of resources for the teaching of science throughout the school are good and they are easily accessible. The accommodation and its use for the teaching of science are both good.

121 **Information and communication technology**

- 1 Standards of attainment in information and communication technology are below national expectations at the end of both key stages. This represents a fall in standards since the previous inspection. Although the school has recently acquired several new machines as part of the second phase of the National Grid for Learning they are new to the staff and the pupils. At the time of the inspection, a lack of confidence and familiarity significantly restricted their use. However, the school was also not using more familiar machines in classrooms as a cross-curricular tool. It is clear from talking to pupils that current use of information and communication technology is confined mainly to supporting work in English and mathematics. Its use is very limited in other areas of the curriculum. Teachers do not plan to use it systematically in the short-term. In reception the children use the computer to reinforce their recognition and knowledge of numbers and letter sounds and they confidently use the mouse to click and drag pieces of a picture to form a whole. They develop satisfactory skills, knowledge and understanding.

- 2 At the end of Key Stage 1, a small number of pupils can operate the keyboard, save and print. The pupils can use a paint package and have had experience of giving instructions to a programmable toy. At the end of Key Stage 2, there is evidence of some refinement of pupils' skills in amending and creating text and the ability to use a program to select and design tessellating patterns. Older pupils have some knowledge of data handling and they use their understanding of angles and shapes to plan a turtle Logo program. Overall, pupils are not using information and communication technology purposefully to develop ideas, interpret data and to explore the effects of changing variables. Progress for pupils across both key stages, including those with special educational needs is hindered by underuse of the school's range of information and communication technology resources on a regular basis.

- 3 At both key stages pupils respond well to information and communication technology. They work well together in pairs and they support each other through the exchange of ideas. Those with experience of computers at home are confident in their use and a small number are able to explain their work using the appropriate terminology.

- 4 The inspection team was able to observe only one small amount of teaching with a specific information and communication technology focus. The teaching was effective in supporting a group of pupils and giving clear instructions which enabled them to extend their skills in using the computer to create a tessellating pattern. On this occasion the pupils began to explore different patterns and shapes and change the colours of the foreground and background. However, in most lessons, computers were either not switched on, or were switched on but not in use. Teachers give little input and generally lack confidence in the use of computers. Together, these factors are restricting pupils' attainment and progress.

- 5 With the onset of the National Grid for Learning the school is adopting the government's recommended scheme of work. It sets out clearly how pupils' knowledge, skills and understanding are to be developed as they move through the school. The headteacher and staff are fully aware that this is an important area for development and they identify it as high priority. In preparation for use of the new machines the staff have been attending a series of training sessions to develop their knowledge of information and communication technology to be able to teach

the subject with increased confidence. At the time of inspection it was clear that they were well prepared and enthusiastic to include the subject more fully in all areas of the curriculum. There is an assessment process but the headteacher is in the early stages of integrating a more regular and systematic way of assessing pupils' progress linked to the new scheme of work.

- 6 Since the delivery of the new machines as part of the National Grid for Learning resources have improved. However, the school has few resources to support all strands of the curriculum particularly those of control and measuring and modelling for pupils in Key Stage 2.

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Religious education

- 7 Attainment in religious education at the end of both key stages meets the expectations of the locally agreed syllabus. Throughout the school, pupils show increasing understanding of festivals and celebrations in Christian and other major faiths. No pupils are withdrawn from religious education.
- 8 In Key Stage 1, pupils are introduced to a range of stories from the Bible. They have a satisfactory understanding of Christianity and of other world faiths. Pupils in Years 1 and 2 have a sound understanding of Christian festivals, such as harvest, and know that we say thank you for all the gifts provided from the land, the sea and the air. They receive sound opportunities to learn about the importance of Shabbat to the Jews. To develop understanding of the importance of Diwali, they make rangoli patterns and Diwali cards. Pupils develop a good understanding of Christian celebrations such as naming ceremonies when they visit Tetford church to find out what happens at a traditional christening. They understand about precious things and how to treat sacred books and artefacts with reverence. Most pupils discuss ideas of personal belief, and stories of right and wrong with sensitivity towards each other's feelings.
- 9 In Key Stage 2, pupils continue the story of Christianity. They study the Bible and develop sound knowledge and understanding about the lives of people of importance. As they progress through Key Stage 2 pupils know more about sacred writings of Hindus, Jews, Muslims and Christians. In Years 5 and 6 pupils learn about the importance of the Qur'an to the Muslims and the Torah to the Jewish people. In the lesson observed they encounter some of the writings and make their own mezuzah containing a mini scroll of Shema. Pupils are aware that festivals are a time for celebration to be shared with friends and family often including a special meal. They know that prayer is an important aspect of religion and that it can be a way of communicating feelings to God. They are well able to discuss their own ideas and most do so with sensitivity towards one another and with a good vocabulary of religious terms.
- 10 Pupils in both key stages make satisfactory progress in religious education. Pupils with special educational needs make the same sound progress. Pupils show a growing awareness of self, others and the natural world. Throughout the school, they become increasingly familiar with important ideas in Christianity, Islam, Hinduism and Judaism. Through discussion, most pupils develop a satisfactory understanding of responsibility to one another and of right and wrong.

- 11 Pupils' attitudes to learning are generally good. They respond well to the opportunity to learn about different beliefs and show a willingness to learn from the experiences of others. In the class lessons observed most pupils listen well, ask relevant questions and put forward thoughtful views. However in some assemblies a few pupils do not concentrate well or listen attentively. The majority of pupils are well behaved.
- 12 In the lessons observed teaching is good overall and relationships are positive. Explanations at the beginning of lessons are clear. Teachers make good use of the policy and scheme of work, which provides a good structure that interprets the locally agreed syllabus well. Teachers build effectively upon pupils' own experiences, using good questioning skills, which promote lively discussion. In some assemblies pupils are encouraged to voice different points of view, for example, when discussing their feelings about remembering special things on Remembrance Day.
- 13 The religious education curriculum is appropriately supported by a planned programme of collective worship and also by the vicar of Tetford church who visits and assists the school on a regular basis.
- 14 The subject co-ordinator gives sound leadership of the subject. Resources are satisfactory and include a satisfactory collection of artefacts associated with some of the principal religions.

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OR COURSES

OTHER SUBJECTS

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Art

- 15 By the end of Key Stage 2 standards are in line with those expected for all pupils including those with special educational needs. Although it was possible to see only a few lessons, the scrutiny of pupils' sketch books and display and discussions with pupils and the identified teacher provide evidence for judgements. Standards are similar to those found during the previous inspection.
- 16 In Key Stage 1 progress is satisfactory and pupils build confidently on to the skills, knowledge and understanding of art gained in the reception class. By the end of the key stage pupils use a range of media to express their ideas and record observations. They draw portraits of themselves which they paint to represent hair and eye colour. Pupils have good knowledge of mixing primary colours. They confidently explain that yellow and blue will make green and red, yellow and blue will make brown. They work in three dimensions by making simple models of animals out of clay. They have developed satisfactory skills in drawing and use sketch books to explore the use of pencils, line and shading.
- 17 Progress in Key Stage 2 is satisfactory overall with good work in upper Key Stage 2. Drawing skills are well developed and pupils are confident in producing water colour paintings such as those of 'Poppies' completed with the support of a local

artist. These paintings demonstrate pupils' good observational skills and attention to detail. Pupils use these skills to sketch and paint in the style of William Morris. They select a portion of detailed pattern, and sketch carefully, paying appropriate attention to size. They complete the finished piece of work by mixing water colour paints of different shades. Pupils have a sound knowledge of the work of various artists and emulate their work to widen their knowledge of techniques. For example, electricity safety posters in the style of Henri Toulouse-Lautrec are bold and colourful with distinctive lines. Pupils experiment with different media and make informed decisions about the most effective ways of portraying scenes. For example, older pupils make woven collage mats out of wool to represent the water-lily ponds painted so frequently by Monet. They support this work by using pastels to produce their own version of these paintings. Pupils have opportunities to work with clay such as in Year 4 where pupils make Viking clay pots to support a topic in history. Whilst all pupils including those with special educational needs make satisfactory progress, across the school there are too few opportunities for pupils to develop three-dimensional work and to experiment with paint in different ways.

- 18 Pupils have good attitudes to art. They enjoy their work and concentrate well in lessons. They can work on their own showing interest and involvement. They persevere when activities require good observational skills and remain on task.
- 19 The quality of teaching is good. Although only one art lesson was observed during the inspection it is clear from the planning that teacher plan and organise art activities carefully. In the lesson seen the teacher used a carefully balanced blend of demonstration, explanation, practical tasks and opportunities for experimentation. Support staff very effectively supervise pupils with special educational needs. The use of sketch-books throughout both key stages is satisfactory. On occasions these are used for drawing and not to develop pupils' skills in using line, shading, perspective, colour and texture. Information and communication technology is not systematically used to support the subject.
- 20 The co-ordinator has good subject knowledge and leads well by example. Whilst the policy is due for review this is to be linked in the New Year with the implementation of a scheme of work recommended by the government. Some work is retained by the school for purposes of assessment but it has yet to develop a full portfolio of work. The quality of display round the school is satisfactory in corridors but good in the hall demonstrating the value placed on pupils' work by the school. However, there is little art-work in classrooms. Resources are satisfactory, well organised and managed, and easily accessible.

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Design and technology

- 21 By the end of Key Stage 2 pupils attain standards in line with those expected nationally. Children in reception class have many opportunities to explore and experiment with paper, card and material. Together, with pupils from Key Stage 1 they cut, join and mould a variety of materials to make a magnificent model of Noah's Ark and the animals. In Key Stage 1 pupils use the skills they have acquired and develop simple design skills as they plan and make hand puppets out of felt and greetings cards out of card. They develop knowledge and skills in the use of tools and materials and have a sound understanding of the design process. Pupils develop satisfactory skills in joining materials together by a variety of means

including glue, tape, thread and pins. With support they sew two pieces of felt together showing increasing skills in the use of needle and thread. They use scissors with confidence to cut out patterns from paper and puppets from felt. Pupils with special educational needs are well supported and make good progress. The school has maintained its standards in design and technology since the previous inspection.

- 22 In Key Stage 2, pupils use a variety of materials and construction techniques to design and make models such as electric torches and bridges to support a toy vehicle. They disassemble a torch and identify in detail the major parts and their use. Pupils consider the function of a torch, its safety and appearance and build one similar using a variety of recycled materials. Older pupils in Year 6 explore and develop designs for a bridge that is strong enough to support an identified amount of weight. They use their knowledge of scientific principles to fold, roll and strengthen paper and card in order to make improvements and improve its strength and purpose. Throughout the process of making pupils refer constantly to their designs clarifying different aspects such as the number of supporting pillars and the use of cubes and triangles to strengthen their structures.
- 23 Pupils enjoy design and technology lessons. They work well together in pairs and small groups and most respect each other's ideas and opinions. Most pupils listen carefully to, and follow the instructions given to them. They concentrate on their tasks and often show good levels of perseverance. Most seek to solve the problems and challenges which they encounter. A small number of pupils lack concentration, find difficulty sharing and hinder the progress of other pupils.
- 24 The quality of teaching is overall satisfactory. One lesson observed was unsatisfactory. In the lessons seen teachers make good links with other curriculum areas such as puppets for use in English, torches to reinforce pupils' knowledge and understanding of in science of electricity circuits. Similarly the building of bridges required pupils to use their knowledge and understanding of forces. Across both key stages teachers make particularly good use of the quality of support and assistance provided by non-teaching assistants. This makes a significant contribution to pupils' progress. Teachers' plan most lessons well, but there is insufficient emphasis on the specific skills they expect the pupils to develop. In most classes there are good relationships between teachers and pupils and they have good expectations of attainment and behaviour. This helps to motivate pupils to try hard. Occasionally, expectations of behaviour are not firmly held and pupils begin to act foolishly, causing some concern to other pupils in the class.
- 25 The curriculum for design and technology is sufficiently broad and balanced, identifying appropriate activities that will be taught to pupils in each year group. Whilst this provides a good guide for teachers there is insufficient focus on when and what skills pupils will learn. They therefore do not always build sufficiently well on their prior skills and progress is affected. The subject is well resourced and managed.

146 **History**

- 26 Evidence from history lessons seen during the week of the inspection, plans, discussions and the scrutiny of pupils' work, indicates that pupils, including those with special educational needs make sound progress in their knowledge and understanding of the past.
- 27 By the age of seven, pupils have gained a sense of chronology and a secure understanding of what history means. They know they can learn history from first-hand sources. Pupils examine differences between their present lives and past times by identifying differences and make comparisons between old and new toys. They began to use appropriate vocabulary, speak clearly about and describe toys that belong to their parents and grandparents. They are aware that there are different ways of finding out about the past, from written or spoken records, photographs and other pictures as well as artefacts.
- 28 At Key Stage 2, pupils show sound understanding of chronology. Pupils in Years 3 and 4 successfully use their studies of the Vikings to develop understanding of how living conditions differed from those of today. In Years 5 and 6 much of the pupils' work is based on local resources and a study of the old photographs of the village, for example, in their study of the Victorian period. The work planned and undertaken by the older pupils' gives an excitement to their experience so that they develop an understanding of chronology related to their own lives, homes or families. They discuss differences and similarities between different times and recognise the main events that influenced history. The study of history is enhanced by visitors such as historical drama groups and visits to places such as the Museum of Lincolnshire Life.
- 29 Older pupils write good, careful accounts, at an appropriate level, of the work they have done in history. That produced by the older highest attainers is of a high standard demonstrating their ability to describe events, for example, in their study of what it was like for children living in Victorian Britain. Most pupils, particularly in the reception class and in Years 5 and 6 have positive attitudes and their behaviour is good. However, a small number of pupils in other classes do not behave consistently well.
- 30 In the lessons observed, teaching was satisfactory overall. The topics selected were appropriate and carefully resourced. Most pupils enjoy history, showing enthusiasm when talking about what they have learned. The planning is thorough and soundly based upon historical skills and knowledge. Teachers' base their planning on a sound policy and scheme of work. This indicates that the National Curriculum requirements are being met. The subject is well led by the enthusiastic co-ordinator. The resources provided for history are selected well and imaginatively used. Good use is made of all available accommodation and resources, both within and outside school such as visits to such places as Lincoln Castle and the Roman Trail at Lincoln. A wider involvement in information technology would enhance pupils' learning and progress.

151 **Geography**

- 31 It was not possible to observe any lessons in geography during the inspection. Evidence gained from plans, discussions with teachers and pupils and the scrutiny of pupils' work shows that pupils, including those with special educational needs,

make at least sound progress throughout the school.

- 32 Younger pupils in the school recognise similarities and differences between their own locality and others. They can identify different features of the area, such as a farm, hamlet, village and town and begin to note differences in land use. They are aware of the weather's effect on people and their surroundings. Pupils use a simple key effectively in mapping skills. By the end of Key Stage 1, they identify the countries of the United Kingdom on a map and develop an appropriate awareness that the world reaches beyond their locality.
- 33 By the end of Key Stage 2 the pupils describe different locations and explain what makes them different. They can identify the continents and a number of countries about the world and talk about particular physical and climatic features. They understand the importance of physical features in explaining growth and change in villages and towns. The pupils use maps with increasing confidence and understand how to find their way using them accurately. The outdoor area provides a good resource for fieldwork and pupils make tours of the village of Tetford as part of their studies. Visitors such as Pedro from Portugal also make a good contribution to pupils' learning. One day and longer residential visits, such as those to Skegness and Llandudno, effectively support this aspect of the curriculum.
- 34 Although geography is not specifically studied this term, the "Where in the World is Edward Bear?" unit continues throughout the year. Edward the teddy bear travels to enable pupils to learn about other countries and places. He travels with different people connected to the school as well as on school visits, effectively creating a sense of personal involvement for the pupils. From discussions with pupils, it is obvious that they enjoy geography and many talk knowledgeably about their own and contrasting areas.
- 35 Scrutiny of the pupils' work indicates that the teaching of geography in both key stages is at least satisfactory and that the teachers have a sound understanding of the subject. The school has an adequate policy and uses national schemes of work. A good balance of topics is planned across each year and satisfactory links are often made between geography and other subjects. The long term planning is based on topics, which focus on history or geography in turn. The resources available for geography are good. The school has recently purchased new atlases to support the study of such places as the village of Chembokali in India. There is also a good supply of aerial photographs. The schools' library service run by the local authority provides supplementary books to support topic work.

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Music

- 36 By the end of Key Stage 2 all pupils including those with special educational needs make good progress and attain standards that are above those expected for their age. Standards have remained high since the previous inspection. In Key Stage 1 pupils make satisfactory progress in performing, composing, listening and appraising. In Key Stage 2 pupils make good progress.
- 37 In Key Stage 1 pupils remember what they have learnt in the reception class and they consolidate their understanding and reinforce and extend their skills. Pupils

sing in tune memorising the words from a range of songs such as “He’s Got the Whole World in his Hands”. They maintain tempo and clap and repeat simple rhythms. By the end of the key stage pupils name and play several percussion instruments keeping in time to the beat of the music. In assemblies, pupils project their voices effectively without shouting and they sing well in unison. Well planned and carefully structured hymn practices enable all pupils at both key stages to make good progress in diction, breathing and harmonies. Pupils sing with gusto, enjoyment and control, listening carefully to others as they develop their skills of singing in rounds such as “Alleluia”.

- 38 By the end of Year 6 pupils have experienced all aspects of music. Pupils benefit from specialist teaching and from teachers with good subject knowledge. They have opportunities to play recorders, violins, guitar and to sing in the school choir. These experiences help to develop pupils’ skills, knowledge and understanding of the subject. Pupils develop their composition skills and record and play them using signs and symbols accurately. Their knowledge of conventional musical notation is also good and they have a satisfactory knowledge of musical vocabulary such as melodic ostinato. Through careful guidance by the class teacher pupils build a musical performance using instruments and singing to the song “Mango Walk”. They include rhythmic and melodic ostinato, a drone, voice control, clapping and listening. Pupils make good identification with emotions in music and there are effective links with poetry and drama. For example, pupils chose to listen in assembly to music taken from the film “Stars Wars” to remind them of the twentieth century and the beginning of the new millennium. Pupils from Year 3 compose their own music, following their own graphical notation demonstrating good skills in playing, listening and appraising. They evaluate their own work and that of others to make improvements.
- 39 Pupils respond well to music lessons. They enjoy music and use the resources well to develop their skills. They work confidently with each other to create compositions, showing satisfactory levels of self-discipline when listening to music and playing the percussion instruments. When pupils are provided with challenging and exciting work they listen well and produce good work.
- 40 The quality of teaching is good. The specialist teacher delivers lessons in an energetic and enthusiastic manner, encouraging pupils to participate and give of their best. Some teachers with a limited subject knowledge and confidence have the support of a helpful scheme of work. This enables all teachers to plan a suitable range of activities that builds progressively on to pupils’ skills, knowledge and understanding. It provides more demanding work as pupils move through the school. Lessons seen show that most teachers have high expectations and pupils are encouraged to improve their performance and composing skills. Teachers make good use of pupils to demonstrate their talents such as the recorder group who played “Ragamuffin Boogie” for visitors. This increases pupils’ self-esteem.
- 41 Resources are satisfactory. There is wide selection of pitched and unpitched percussion instruments which are stored centrally and easily accessible by all teachers and pupils.
- 42 Teachers freely devote their time to hold recorder groups and choir practice for around thirty pupils. A further fifteen pupils receive instrumental teaching for violin

or guitar. Throughout the year there are several opportunities for pupils to perform in concerts at the school and for others in the local community. In addition to the opportunities for pupils to perform, musicians also visit the school to entertain and inform the pupils of a wider selection of orchestral instruments.

Physical education

- 43 All pupils, including those with special educational needs, make satisfactory progress by the end of Key Stage 2. From the earliest age in reception class they learn what is safe and appropriate behaviour for the different skills and activities. The subject makes an effective contribution to the personal development of pupils. Although half of the pupils travel to school by bus the headteacher and staff try hard to provide further opportunities for pupils to enjoy physical education activities. However, extra-curricular provision is satisfactory with pupils having the opportunity to take part in a range of sporting activities including competitive sport with other schools. The school arranges a short residential experience annually for older pupils, providing them with good opportunities for development of orienteering skills. Members of staff give freely of their time to support these activities. Pupils make satisfactory progress in swimming.
- 44 By the end of Key Stage 1, pupils demonstrate good body control and use of space as they warm up for lessons. They move confidently in different directions using simple actions. They travel along the floor using a variety of techniques such as jumping, crawling and rolling. In dance they demonstrate good control showing awareness of rhythmic movement. Pupils move by changing movements from high to low using hands and feet to complete balancing and springing actions. They work well together in groups composing movements in response to colours such as, angry movements to represent the colour red and happy movements to represent the colour yellow. Pupils confidently perform their dance in assembly.
- 45 By the end of Key Stage 2 pupils improve their skills across a wide range of sports. In games lessons, boys and girls improve their ball skills by throwing under and over arm, bouncing and catching and controlling a ball whilst travelling along a football and netball pitch. Pupils practise their close control skills by dribbling in a limited space and by raising the speed of the exercise. Pupils make tactical use of space and understand the need for rules and fair play.
- 46 The school's outdoor swimming pool is a good resource. It is used during the second half of the summer term when all pupils from reception to Year 6 swim every day. The school hires a fully qualified swimming instructor to take all lessons. Class teachers accompany their class to all swimming lessons, supervise changing rooms and support the instructor during teaching time. There is a planned programme of work arranged by the instructor and the school. The teacher assesses individual pupil performance and uses it to develop swimming skills in a systematic way. The parent teacher association pays the costs of heating the pool.
- 47 At the time of inspection the pool was not in use and judgements have been made through talking to groups of pupils from Year 1 to Year 6, discussions with the physical education co-ordinator and discussions with the headteacher.

- 48 By the end of Key Stage 2 almost all pupils including those with special educational needs can swim 25 metres breast stroke and front crawl and many can swim 25 metres back stroke. Pupils are taught how to enter and climb out of the water safely, put their faces under water and to swim with the aid of a float using leg movements. As pupils gain confidence in the water they practice arm movements focusing on breast stroke and front crawl. Older pupils explain how they tread water for one minute and fetch an object from under the water. By the age of 11 pupils link a series of actions such as pushing, gliding, resting and floating together and most have confidence to swim under water. Higher attaining pupils begin to simulate lifesaving activities.
- 49 Most pupils have good positive attitudes towards physical education lessons. They are enthusiastic and most listen carefully to their teachers so minimal time is lost in repeating directions. Pupils co-operate well in assembling and putting away equipment and during lessons they share sensibly.
- 50 The quality of teaching is satisfactory with some good teaching in upper Key Stage 2. There is good planning of activities but insufficient focus on the skills pupils will develop. Teachers have good subject knowledge and there is a brisk pace to most lessons. Where teaching is good the relationships between teacher and pupils is strong. This motivates pupils to perform well and they welcome the challenge to do better. Teachers ensure that high standards of safety are observed both within gymnastics lessons in the hall and outside on the football and netball pitches.
- 51 The school currently uses the Lincolnshire County Council scheme of work and although this is due for review it provides pupils with worthwhile experiences in all areas of the subject including the compulsory element of swimming. Since the implementation of the literacy and numeracy hour the school has been careful to link aspects of language and number throughout all areas of the curriculum. For example, teachers use stories such as the one about a world of colours to develop descriptive language linking movement to mood and feelings. In dance and gymnastics lessons, discussions of shape and space appropriately extend pupils' numeracy skills.

173 PART C: INSPECTION DATA

173 SUMMARY OF INSPECTION EVIDENCE

1 A team of three inspectors undertook the inspection of The Edward Richardson Primary School. Over a four day period they completed a total of ten inspector days in the school.

Prior to the inspection:

- The Registered Inspector held meetings with the headteacher, the Chair of Governors and the teaching staff;
- The Registered Inspector held a meeting with nineteen parents;
- The team analysed documentation supplied by the school.

During the inspection:

- The team saw 33 lessons were seen, representing almost 30 hours of classroom observation;
- They held discussions with the headteacher, the Chair of governors and governors with specific responsibilities;
- They held planned discussions with the teaching staff. These focused on subjects and whole school issues;
- The Registered Inspector had daily meetings with the headteacher;
- Inspectors examined the written work of many pupils. This included all the available written work of a representative sample of pupils from each year group and individual pupil record folders containing reports and samples of previous work.
- The team heard reading by a representative sample of pupils from each year group and questioned them on their knowledge and understanding of books;
- They spent time talking to pupils about their knowledge, understanding and skills in different subjects including swimming;
- They made observations of pupils arriving and leaving school on foot, by car and by bus, during breaks and at lunchtimes.

- Inspectors observed several extra-curricular activities.
- They inspected attendance registers;
- They scrutinised teachers' planning documents;
- Inspectors scrutinised pupils' school reports, reading diaries, newsletters and information sent home to parents;

· **DATA AND INDICATORS**

· **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	106	2	18	6

· **Teachers and classes**

· **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	5
Number of pupils per qualified teacher:	21

· **Education support staff (YR – Y6)**

Total number of education support staff:	3
Total aggregate hours worked each week:	62.5

· **Financial data**

Financial year:	1998/99
	£
Total Income	189,888
Total Expenditure	198,443
Expenditure per pupil	1,741
Balance brought forward from previous year	23,980
Balance carried forward to next year	15,425

PARENTAL SURVEY

Number of questionnaires sent out: 80
 Number of questionnaires returned: 35

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	51	49	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	63	34	0	3	0
The school handles complaints from parents well	36	50	8	6	0
The school gives me a clear understanding of what is taught	40	51	3	6	0
The school keeps me well informed about my child(ren)'s progress	37	49	10	3	0
The school enables my child(ren) to achieve a good standard of work	31	57	8	3	0
The school encourages children to get involved in more than just their daily lessons	49	51	0	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	31	49	6	11	3
The school's values and attitudes have a positive effect on my child(ren)	23	54	20	0	3
The school achieves high standards of good behaviour	20	49	18	9	3
My child(ren) like(s) school	46	43	8	3	0

Other issues raised by parents

Whilst parents were very happy about the standards that the school achieved they expressed concern about the behaviour of some pupils and felt it prevented learning in some classes. They expressed similar concerns about the behaviour of a small number of pupils at break and lunch-time. They linked this to the low level of midday supervision. Inspection findings endorse the parents' views about the good standards achieved by the school but uphold concerns expressed about the behaviour of a small number of pupils in lessons. Inspectors found that pupils' limited ability to listen and concentrate in some lessons did effect learning and progress. This is partly caused by planned work that does not meet the needs of the pupils and poor classroom management skills by some teachers. The majority of pupils listen well and make appropriate progress expected for their age.