

INSPECTION REPORT

WALCOTT PRIMARY SCHOOL

Walcott

LEA area: Lincolnshire

Unique reference number: 123091

Head teacher: Paul Reid

Reporting inspector: David Marshall
27681

Dates of inspection: 4th – 6th December 2001

Inspection number: 195004

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Pinfold Lane
Walcott
Lincoln

Postcode: LN4 3SX

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Appropriate authority: The Governing Body

Name of chair of governors: David Weston

Date of previous inspection: May 6th 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Marshall 27681	Registered inspector	English Information and communication technology Art and design Design and technology Religious education Foundation Stage English as an additional language	How high are standards? How well are the pupils taught? How well is the school led and managed?
Richard Barnard 13526	Lay inspector		How well does the school work in partnership with parents? Pupils' personal development and attendance
Christine Canniff 18703	Team inspector	Mathematics Science Music Geography History Physical education Special educational needs Equal opportunities	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Walcott Primary School is a small primary school, which serves the village of Walcott and the surrounding area. There are 76 pupils on roll, arranged in three classes. There is a mix of housing - private, local authority rented and privately rented. The school has no free meal claimants at present but the local Index of Multiple Deprivation for this council ward shows that this is an unrealistic picture. Children enter the reception class with a variety of pre-school experience - but generally with average levels of attainment. There are 15 pupils on the special needs register, and one with a statement of educational need, which is below the national average. There are no pupils with English as an additional language. There are classes in the school where the make up of year groups has changed significantly since the reception intake. For instance, 55 per cent of the current Year 5 have joined the school in the last 18 months. Since the last inspection there has been a change of all members of the teaching staff. The head teacher took up post in January 2001 and two new teaching staff joined the school in September 2001.

HOW GOOD THE SCHOOL IS

Walcott is a good school that provides a happy and supportive learning environment for its pupils. There is a positive atmosphere for learning, and staff and pupils work hard. Pupils achieve good standards in literacy and numeracy, and achieve well in all other subjects. The quality of teaching is good; pupils are challenged and make good progress. The school provides good opportunities for personal as well as academic development. The school is well led by the head teacher, with good support from all staff and the governing body. The school provides sound value for money.

What the school does well

- Pupils do well in national tests by the time they leave school because the quality of teaching is good overall and enables pupils of all abilities to make good progress.
- The leadership and management provided by the head teacher are good.
- Pupils make a good start to their education as the provision in the Foundation Stage is good.
- The provision for the pupils' spiritual, moral, and social development is good. They consistently behave very well and form very good relationships.
- Provision for pupils with special educational needs is good; these pupils have access to the full curriculum and make good progress.
- Staff accurately assess pupils' achievement in English, mathematics and science and use the information effectively to ensure the best progress.
- The support staff, caretaker and secretary make important contributions to the effectiveness of the school.

What could be improved

- The overall level of resources so that adequate support is provided for all subjects.
- The provision for the pupils' multicultural development so that they appreciate their place in a multi-ethnic society and the contribution made to learning from outside Europe.
- Some aspects of the school accommodation, which are unsatisfactory.
- The role of the governing body.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997. Since then its improvements have been satisfactory. The two-year cycle of themes and topics has been reviewed carefully and ensures that there is no repetition or omission in what pupils are offered. Pupils' progress is now easy to map as the school has adopted a consistent approach to assessment in the core subjects of English, mathematics and science. This method is now being expanded to take in all other subjects in the curriculum. Teachers' expectations of pupils' attainment have been raised through good lesson observations and all pupils, including the more able, are making good progress. In a small school all teachers have to take responsibility for the management of more than one subject. This makes the provision of time away from their class for their subject management responsibilities very difficult. Where possible teachers are given time to monitor their subjects and are making an effective contribution to the overall management of the school.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	D	A	B
Mathematics	B	C	B	B
Science	B	B	B	B

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

Over the last three years the school's results in the national tests for pupils at the ages of seven and eleven have varied a great deal. The small size of each year's cohort means that the performance of one additional pupil can have a significant impact on the school's results. The 2001 test results for eleven year olds showed that pupils achieved well above average results in English and above average in mathematics and science. In the 2001 national tests pupils' results at seven appear to be below average. However, all pupils reached the average level score in mathematics and science. Only one pupil failed to reach this level in writing and two in reading. Pupils' work seen during the inspection shows a continuing picture of improvement and all pupils are achieving good standards in the core subjects. Pupils in the Foundation Stage achieve at least sound standards in all areas of learning. In the last two years, pupils in Key Stages 1 and 2 have reached the targets set for their results. This is due to the teachers' careful use of assessment, and the variety of learning opportunities provided. As a result pupils of all abilities achieve well, including those with special educational needs. Pupils reach good standards in the basic skills of literacy and numeracy, and use this achievement well in other subjects. Pupils reach standards in most subjects that are in line with expectations for their age group.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic, eager to learn and enjoy coming to school. They benefit from having good opportunities to make decisions about their own learning as they progress through the school.
Behaviour, in and out of classrooms	Pupils' behaviour is consistently very good. They are calm and orderly and there is no evidence of bullying or oppressive behaviour.
Personal development and relationships	Very good. Pupils co-operate very well and make very good relationships. They are particularly pleased by the success of others.
Attendance	Good overall. There is no unauthorised absence as pupils enjoy coming to school and lessons start promptly at all times.

Pupils enjoy school. Pupils' relationships with each other and with adults are very good throughout the school. Pupils consistently work well together. Pupils' attitudes and personal development are strengths of the school and make a considerable impact on the quality of their learning and the progress they make.

TEACHING AND LEARNING

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

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

Teaching was judged to be good throughout the school, and often very good or excellent. None of the lessons observed was unsatisfactory. This is a big improvement on the position noted at the time of the last inspection. Teaching is equally strong in all parts of the school. In this inspection, the teaching of children under five was consistently good. The management of pupils is a strength of teaching, and teachers use a good variety of methods to maintain pupils' interest and the pace of learning. The school's support staff make a very considerable contribution to the quality of teaching and learning. Teachers use day-to-day assessments very well in order to adapt their lessons to meet the needs of all pupils, who enjoy learning and develop attitudes that help them to concentrate well, work independently and listen carefully to the teacher and to each other. Lessons are planned carefully to make sure they are all interesting and provide activities that motivate pupils well. Teachers ask questions that help pupils to understand and challenge their thinking. They then value the responses of pupils which encourages them to answer, and makes them feel good about themselves and learn more quickly. The teachers' knowledge and understanding of the curriculum and the individual needs of their pupils are good throughout the school. The teaching of English and mathematics is particularly good because teachers have adopted the national strategies well and provide tasks within their lessons that are challenging. This means they teach the essential basic skills of literacy and numeracy effectively to all pupils, who learn well. Literacy, numeracy and information and communication technology (ICT) are now being taught effectively across the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a satisfactory range of learning opportunities and all National Curriculum subjects and religious education have an appropriate allocation of time. The two-year cycle of topics is working well.
Provision for pupils with special educational needs	There is good provision for pupils with special needs who receive effective support from learning support assistants in most lessons. This ensures their full involvement in all areas of the curriculum to help them achieve the targets set out in their good individual learning plans.
Provision for pupils with English as an additional language	Not applicable in this school.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The provision the school makes for pupils' spiritual, moral and social development is good, and satisfactory for their cultural development. Provision for pupils' personal development is very good. All pupils undertake duties and responsibilities keenly.
How well the school cares for its pupils	Standards of care are good and enable pupils to settle well into school and feel confident and secure. A consistent approach to assessment has been adopted for English, mathematics and science and the method of recording their achievements provides a clear picture of how pupils are progressing.

Parents have very positive views of the school. They praise all areas of the school's work. The partnership with parents is very good and the head teacher has been very effective in promoting this partnership and improving the arrangements noted at the time of the previous report.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides good leadership and gives a clear direction to the work of the school. Other staff monitor lessons well and make a good contribution to developing the curriculum and improving standards, and have formed a good partnership with the head.
How well the governors fulfil their responsibilities	The head teacher keeps the governors well informed and so they understand the strengths and weaknesses of the school. They are very supportive but do not yet monitor provision sufficiently or play an effective role in shaping the direction of the school.
The school's evaluation of its performance	The school is making good use of its development plan to prioritise improvements and evaluate changes they have made.
The strategic use of resources	Satisfactory. Support assistants work hard and are effective in helping pupils. The grant for pupils with special educational needs and the standards fund are used effectively.

The current level of staffing is sound and meets all the requirements of the National Curriculum. The school accommodation imposes some restrictions and means time is sometimes wasted. Resources for learning are generally unsatisfactory. The day-to-day functions of the office are carried out well by the school secretary. The school has good procedures to ensure that it gets best value for its money when purchases are made.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and are making good progress. • The children behave well and are expected to work hard at all times. • The school provides an interesting range of homework and activities outside lessons. • They are encouraged to work with the school and receive good information about how their children are progressing. 	<ul style="list-style-type: none"> • No specific points were raised.

Inspection evidence confirms the overwhelmingly positive views of parents. Parents feel their children like school, are making good progress and behave well, that teaching is good and that pupils are encouraged to work hard. They are pleased with the information they receive about progress, and feel that the school works closely with parents and that it is well led and managed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children are first admitted to the school initial assessments show that their attainment is at the expected level for their age in their language, mathematical skills and knowledge and understanding of the world. Children in the reception class are making good progress in their learning as a result of the effective provision. During their time in this class, which also contains pupils from Year 1, all reception age children become ready to move on to the National Curriculum at the expected time. By the end of their reception year pupils attain standards in line with those expected nationally in all the learning goals¹ for the Foundation Stage. The reception class teacher and assistant work together very well in planning and assessing pupils' achievements and this ensures the good progress the children make.
2. In the national tests for seven year olds in 2001, the pupils had results that were well below average in reading and mathematics, and below average in writing. It is important to remember that the school's class sizes are small. In these tests just 11 pupils sat the tests. Therefore, one child's results represent almost ten per cent of the total. For instance, although nine pupils reached the expected level in reading, the fact that two who did not, and one was below the required level by one mark, the average comparison at this level appears much lower. Also one pupil failed to reach the average level in writing and the school's overall result moved from well above average to average.
3. The results in the 2001 national tests at the end of Year 6 show that the proportion of the school's pupils achieving national expectations was well above average in English and above average in mathematics and science. The proportion of pupils achieving higher levels was well above average in English and mathematics but below average in science. Again it is important to remember that the school's class sizes are small. In these tests just eight pupils sat the tests. Therefore, one pupil's results represents 12½ per cent of the total. This means, for instance, that when seven pupils reached the expected level in English, the overall result was well above average. Only one less pupil achieved this level in mathematics and the overall result was just above the national average. When the school's results are compared with similar schools based on the number eligible for free school meals they are above average in English, mathematics and science. When the comparison is made with the results these same pupils achieved in their Key Stage 1 tests in 1997, they show that the results are well above average in all three subjects, and the school has enabled them to make good progress.
4. Speaking skills show progression as pupils mature and especially when their interest is engaged in the topic they are studying. Pupils listen more carefully throughout the school. Standards of reading noted in the inspection were satisfactory by the end of Year 2. By this stage, above average and average attaining pupils are acquiring a growing range of vocabulary, and sound levels of word recognition. The majority of pupils can use appropriate letter sounds to tackle unfamiliar words. Most pupils know the difference between works of fiction and non-fiction. By Year 6, above average attaining pupils achieve good reading standards; average and below average attaining pupils reach generally satisfactory standards. Above average and most average attaining pupils show growing skill in discussing characters and plot. Appropriate measures are taken to identify pupils with reading difficulties and to provide them with extra help and support. By the time they are eleven, many pupils become independent readers with their own preferences for authors and for different types of literature. Pupils in both key stages have an appropriate range of opportunities for writing for different

¹ Planning in the Foundation Stage is geared towards pupils achieving standards known as the early learning goals in six areas of development – personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.

purposes and their response to these is satisfactory. Pupils up to the age of seven have a secure understanding of simple sentence structure and by the time they are seven, average and above average attaining pupils can write paragraphs and begin stories well. Pupils have a sound understanding of the sequence of a story, and handwriting and punctuation are consistent and letter formation and spacing are secure. As they mature, most pupils can choose an appropriate style of writing to suit a particular purpose and record their learning suitably. In Years 3 and 4, pupils can use adjectives more effectively to add colour and interest to their descriptive writing and their poetry. The handwriting skills of all pupils improve well and they are all writing in joined script by the time they reach the top class. In Years 5 and 6, pupils' grammatical knowledge and understanding was evident as they concentrated on writing a pantomime play-script. Spelling improves consistently throughout Key Stage 2.

5. Pupils make good progress in mathematics throughout the school and achieve good standards by the time they leave. By the end of Year 2 pupils have a sound knowledge and understanding of numbers up to 100. They compare two two-digit numbers and say what comes between. In mental mathematics sessions, teachers encourage pupils to use methods they know to double or halve given numbers. They apply their knowledge of doubles to identify near doubles as an aid to calculation. Pupils reliably add two two-digit numbers such as $14+28$. Higher attaining pupils apply their knowledge effectively and use efficient strategies for solving word problems. They clearly explain how they solved the problem. In mental mathematics, teachers encourage pupils to explain their methods of calculation. Pupils' achievement in data handling is satisfactory. They sort and collect data, representing it in simple tables and graphs, for example a pictograph. The emphasis on the development of pupils' mathematical understanding and reasoning skills is beginning to have an impact and pupils interpret the information presented to answer questions and solve problems, for example, "How many more children enjoy draughts more than football?"
6. Most pupils in Year 6 use standard written methods to add, subtract, multiply and divide. Higher attaining pupils confidently and accurately multiply pair of numbers, such as 507×93 and solve division problems by using multiples of the divisors. Pupils have a satisfactory knowledge and understanding of graphs and their usage, although the lack of labelling on graphs makes it difficult for others to interpret the data. Work in ICT and science supports Years 5 and 6 pupils' handling of data. They enter data onto a spreadsheet, and represent the results in a variety of ways.
7. In science, by the end of Year 2, pupils achieve levels in line with those expected and understand that materials have different properties, some of which can be recognised through use of the senses of touch and smell. They know that different objects can be made from the same material and that some materials are natural, whilst others are man-made. They know forces such as magnetism can move objects. They can sort materials into magnetic and non-magnetic, firstly on the basis of prediction, and then by testing with magnets. This practical approach to learning builds pupils' confidence. They become eager to ask as well as answer questions, providing the teacher with good insight into how their learning is progressing.
8. During Years 3 to 6 pupils build on their skills and knowledge through a good range of practical investigations, and continue to achieve levels in line with expectations for their age. By the end of Year 6 pupils have a good understanding of how to carry out a scientific investigation. They are alert to health and safety issues relating to the different tests, for example when investigating the effects of burning materials as part of their study of reversible and irreversible change. They use their knowledge of natural and man-made materials to predict how wood, cotton and nylon might burn and whether these changes are reversible. Year 6 make sensible predictions, and clearly describe their findings using the correct scientific terminology. They are becoming more secure in their ability to draw conclusions, which relate to the intentions of the investigation. Older pupils make good use of ICT for recording their work. They use different formats to record the results of investigations, including tables and graphs. This and the taking of measurements, such as temperature, link well to the use and development of their numeracy skills.

9. Levels of attainment in ICT are average by the time pupils are seven, and above average when they leave the school. At Key Stage 1 pupils can use a computer mouse competently to load a program and to draw, using a number of functions from different art programs. They are also able to use different word-processing packages. These skills are still at a good level and the opportunities they have are now very good, and much better than at the time of the last inspection. In Key Stage 2 pupils build on their previous knowledge well. They can access the Internet and store data in word-processing programs and databases. This progress is now consistent and older pupils achieve standards above those expected for their age.
10. Pupils in both key stages meet the expected levels of attainment in religious education as identified in the syllabus taught in the local authority's schools. Key Stage 1 pupils have a sound knowledge of Christianity and can make comparisons with aspects of other religions. By the end of Key Stage 2, pupils have developed their understanding of world religions further and often have the speaking, listening and writing skills to be able to make relevant comparisons.
11. Attainment is at the expected levels in design and technology, art and design, and physical education, at the end of both key stages. Pupils make sound progress in history and geography and achieve levels in line with those expected for their age by the time they are seven. In history they continue in line with expectations, but in geography their level of achievement is above that expected by the time they leave school. In music, pupils make satisfactory progress in singing and performing, and attain standards in line with expectations for their age.
12. Pupils' special educational needs are well identified in the Foundation Stage and learning difficulties are suitably addressed at an early stage. Throughout the school, pupils with special educational needs have individual education plans and the targets set for their learning are specific and stepped in their approach. They inform teachers of the most effective strategies to help pupils overcome areas of difficulty. Most pupils with special educational needs make sound progress as they move through the school; in-class support and some teaching in small withdrawal groups enable them to make satisfactory progress in relation to their prior attainment.

Pupils' attitudes, values and personal development

13. Pupils have very good attitudes to school and very good behaviour and relationships. These, along with very good levels of personal development and their good attendance, have a very positive impact on their achievements. Standards have been maintained at similar levels to those described in the previous inspection report. Pupils enjoy coming to school and talk with enthusiasm about their activities. They are very keen to attend extra-curricular activities. For instance, the games club is over subscribed.
14. The youngest pupils in the Foundation Stage have settled into school well and have quickly adapted to routines. They pay good attention in lessons. They work together well, as when completing two-dimensional shapes they are really engaged in the activity enabling them to learn well from the experience.
15. Throughout the school pupils show very good attitudes to learning and concentrate well in lessons. In all classes pupils show impressive levels of concentration and try hard to do well. For example, in a Years 1/2 science lesson, pupils show great interest and excitement, using a range of materials to find out about magnetism.
16. Behaviour is very good at all times. A very small number of pupils have severe behaviour problems, but these are handled very well causing the minimum disruption to lessons. Over the past two years only one pupil has been excluded on a temporary basis, a figure well below the national average. Pupils have a very good sense of fairness and are developing a very

good awareness of the impact of their actions on others. No bullying, racist or sexist behaviour was observed during the inspection and pupils raised no concerns in these areas.

17. Pupils' personal development is very good. They all undertake duties and responsibilities keenly. For example, older pupils help younger ones in the playground by organising games for them. They are developing a good awareness of citizenship by their regular support of village activities such as the pantomime, and their positive approach to environmental issues such as recycling. Pupils are confident and friendly. Relationships are very good throughout the school and have a very good impact on learning.
18. Attendance rates are good and are above the average for primary schools. Pupils arrive promptly enabling lessons to start on time.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good. A significant number of lessons observed during the inspection were very good or excellent in different classes. None of the lessons were unsatisfactory. This is a significant improvement when compared with the last inspection. The good quality of teaching enables pupils to make good progress in their learning throughout the school. Pupils are interested in their work and work hard, responding well to the individual targets set by their class teachers. The pupils' ability to use language and recall mathematical facts efficiently improves well as they move through the school, for example, as a result of the effective way the National Strategies for Literacy and Numeracy have been introduced. They acquire new skills, knowledge and understanding very effectively through the provision of a sound range of interesting activities.
20. The previous inspection report identified the need for the head teacher and governors to improve the quality of the teaching by raising teachers' expectations of pupils' attainment, especially for the more able pupils. The school has successfully resolved this issue as last year's national test results show. The number of pupils gaining the higher level 5 in English was above the national average, and in mathematics and science they were well above average. The school has successfully focused on improving the inconsistencies in teaching identified in the last report. Teachers now make clear their aims for their lessons and manage time more effectively.
21. All teachers are aware of the differing needs of pupils, and try to match work accordingly. More able pupils are given work at a level that matches their ability. This was evident in a Years 2/3 English lesson where the teacher was able to stimulate and support all pupils' responses, regardless of their ability, to enable them to modify and rehearse particular poems.
22. The good teaching in the reception and Year 1 class is based on good day-to-day planning which identifies what individual pupils or groups are to learn. Groups of pupils of very differing prior attainments usually begin their work on the National Curriculum at the appropriate time due to the hard work of all of the teachers. Despite the lack of some resources, the range of activities is always good and pupils are always on task and appropriately challenged. The fact that within one session the pupils were colouring in carefully, playing and talking well at the sand tray, creating good pastel pictures based on the Christmas story, using the computer, painting with care and using modelling bricks was evidence of the good planning. Some were also able to read a story to the teacher that reinforced many of the aims of the lesson. It was evident how much the pupils enjoyed all these activities.
23. The good teaching in the Years 2 and 3 class reflects the overall good subject knowledge across the whole of the curriculum. Pupils of all abilities are given good support and this results in their good progress. Classroom organisation is good and all activities selected are appropriate to the aims in the lesson plans. The teacher makes lessons enjoyable and transmits her enthusiasm to the pupils and so all pupils are motivated and want to finish their tasks. The links, which she makes between different subjects, produce cross-curricular

activities that are particularly valuable. This was apparent in a science lesson where the Year 2 pupils were testing for magnetic and non-magnetic properties of the materials provided. The resources were both new to the pupils and unusual. This was very motivating as they were able to make sensible predictions. Some of the artefacts used had come from their design and technology and religious education lessons.

24. The good teaching for the Years 4, 5 and 6 pupils is shared during the day. It is also characterised by good subject knowledge and understanding, and very clear day-to-day planning. Again there is a strong emphasis on investigative work that leads to independence and the good personal development of all pupils. All teachers take great care to inspire their pupils and create a great deal of excitement about learning. This was particularly true of an English lesson where the teacher was exploring the humour of words and how these must be used to create interest in a pantomime script. The fact that she was able to integrate her aim of teaching grammar and punctuation without slowing down the pace or losing the atmosphere she had created was impressive.
25. Throughout the school, teachers have realistically high expectations of pupils, and class discussions are always lively and challenging. Questions are well focused and designed to bring all pupils into the discussions. This helps all pupils to make quick progress towards the particular lesson aims. In a Years 2/3 English lesson, the teacher made sure all pupils understood what they had learnt in the previous lessons before moving on. She used praise well and the responses of different pupils to encourage the others. All lessons observed in the ICT suite were good examples of where pupils' responses were used most effectively to keep them interested and well motivated.
26. Teachers use a good range of methods and groupings that are well matched to the lesson's purpose. The quality of whole-class teaching in the literacy and numeracy sessions is generally good. Teachers lead these discussions well, introducing new ideas with care and clarity. For example, in a Years R/1 literacy lesson, the teacher adopted different voices when asking questions about The Bear Hunt that made pupils think carefully about possible responses and how they could build the sound words she was looking for.
27. All teachers are careful to present good role models, and the most effective teaching ensures that other pupils are also good role models. Teachers manage pupils very effectively and this results in consistently good behaviour. The fact that pupils in Year 2 were so amazed by the results of an investigation meant they were quiet and confident, and anxious to please throughout the lesson, and behaved very well. A Year 6 ICT lesson on traffic arrangements in the area showed how well enthusiasm can be used to move a lesson forward briskly. The way the teacher shared the lesson aims with the class ensured they were on task throughout.
28. Teachers know their pupils well, and use informal assessment strategies to gauge pupils' understanding in most lessons. The information from these assessments is now used consistently across the school and therefore lessons are appropriate for all pupils. In the best lessons this assessment guarantees progression for all pupils at the quickest pace on a day-to-day basis. The pupils on the special educational needs register, for whom formal assessment is so good, are enabled to make good progress and the school's results improve as a result.
29. There is a good school policy for marking written work that encourages the frequent use of feedback to pupils, which is related to the learning objectives of the lesson. The way that the teachers of the younger pupils discussed their results with them rather than just writing on their books was very effective. There is good practice in the marking of writing where this approach to marking is carried out regularly. These pupils are not left in any doubt about how well they have done and how they can improve. However, the policy is not always implemented consistently across all subjects and classes. This means that at times older pupils occasionally do not know whether they have successfully completed a piece of work,

whether more is needed, or how they might improve in the future. Homework is used appropriately and effectively to support pupils' progress throughout the school.

30. The co-ordinator for special educational needs works effectively to ensure that teachers and support staff have a high level of awareness of the needs of the full range of pupils with special educational needs. Teachers have carefully planned lessons, most identify good, short-term achievable tasks, and work is appropriate for different levels of attainment. Work for pupils with special educational needs matches the targets set in their individual education plans. Teachers and special needs assistants work closely together to plan support in the classroom as well as work to be done when pupils are withdrawn. New work or new words to be tackled are recorded in weekly planning sheets.

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

31. The school provides a satisfactory range of learning opportunities and all National Curriculum subjects and religious education have an appropriate amount of time allocated. At the time of the last inspection the two-year cycle of themes and topics did not fully meet the needs of all pupils, as there was some repetition and omission when the key stages overlapped. The school has made good progress in addressing this issue. Careful thought has gone into the revised curriculum framework and the national guidance for subjects other than English and mathematics has been introduced. In addition, teachers have agreed to restructure the school in the afternoons in order for there to be a specific time when reception, Years 1 and 2, Years 3 and 4, and Years 5 and 6 can be taught science, geography and history as discrete groups. This arrangement matches well with the curriculum guidance and is proving successful. It ensures that pupils are taught and make progress in the development of the skills and knowledge appropriate to their age group. However, there are adjustments to the music planning still needed to ensure that each group of older pupils is working from the units of work most suited to their present level of attainment. The lack of suitable equipment in some subjects limits pupils' opportunities, although teachers work very hard to provide resources of their own making whenever necessary.
32. The school uses the national guidance for literacy and numeracy, and planning for pupils' learning in these subjects is good. These strategies contribute positively to pupils' secure grasp of basic literacy and numeracy skills. Work is carefully planned to meet the needs of the different attainment groups within the mixed age classes. It builds effectively on pupils' previous learning, although older higher attaining pupils have the potential for even more demanding work in mathematics. Teachers plan satisfactory opportunities for pupils to use their skills in reading, writing and numeracy in other subjects and these contribute to pupils' progress and their understanding of the relevance of these skills. The ICT curriculum provides suitable opportunities for pupils to use computers to support learning in literacy and numeracy, science, geography and history.
33. The school is committed to doing its best for the pupils. It makes good provision for pupils with special educational needs because they receive effective support from learning support assistants in most lessons. This ensures their full involvement in all areas of the curriculum. They also receive specific guidance from learning support staff to help them achieve the targets set out in their individual learning plans. The special needs co-ordinator carefully monitors pupils' progress towards the targets set out in these and this ensures that pupils continue to make good progress. The provision for the statement of special educational needs is very well organised and managed and the school meets the requirements most effectively. Good use is made of the analysis of test results to identify pupils who might benefit from some additional support to help them catch up or to help higher attaining pupils to fulfil their potential. This provision, through in class support, special teaching groups and Years 3 and 4 Springboard Breakfast Clubs for mathematics, is well organised.

34. There is a good range of activities outside lessons that support the curriculum. The sports club enables pupils to develop their interest and skills in a wide range of activities and to take part in competitive sporting events with other schools. The Years 5 and 6 residential visit provides pupils with good opportunities to take part in outdoor activities, such as abseiling, archery, orienteering, and canoeing. Both the club and the residential visit make an effective contribution to the physical education curriculum for pupils. Other visits are chosen well to enhance the curriculum provision and pupils' learning in science, history and music. These visits make an effective contribution to pupils' personal, social and cultural development.
35. The provision the school makes for pupils' spiritual, moral and social development is good, and satisfactory for their cultural development. These findings are similar to those at the time of the last inspection.
36. Pupils take part in prayer and respond well to opportunities for meaningful reflection upon spiritual issues during assemblies and lessons. This helps them to begin to understand themselves and life. Some assemblies provide pupils with good opportunities to ask questions and come to a deeper understanding of familiar celebrations such as Christmas. For example, pupils think about why the shepherds took gifts to the baby Jesus and begin to make connections between the shepherds and the description of Jesus as the good shepherd. Older pupils' reflections upon the Buddhist Metta Sutta, which describes the nature of loving kindness, gave rise to their own messages that they would like to send out, such as caring for each other and doing away with war. The enjoyment of learning and the excitement generated by activities in some lessons, such as science, contributes to the spiritual dimension of pupils' lives.
37. The school successfully promotes pupils' moral and social development. The school behaviour code underpins the good provision for pupils' moral development. All adults in school provide effective moral guidance and they make good use of the strategies for promoting good behaviour. This helps pupils to develop self-discipline and co-operation. Teachers deal calmly with the small number of pupils who show particularly challenging behaviour and emphasise the positive aspects of their work and behaviour during the day. The school has established satisfactory provision for pupils' personal, social, and health education. Circle time provides good, regular opportunities to discuss moral and social issues. The school employs a lunchtime supervisor who takes responsibility for developing pupils' social skills through play. Pupils are encouraged to work and play together and to share ideas, for example when working on the computer in lessons and playing games before and after school. In science they work together well when investigating the effects of burning materials, and co-operate well in mathematics and physical education. The initiative with the local playgroup involving story sacks makes a significant contribution to the social skills of older pupils as they prepare a story to read to the children in the playgroup.
38. The schools' provision for pupils' cultural development is satisfactory. Most pupils share a common cultural background. They are taught to appreciate their local environment and own cultural traditions through visits to places of interest and from visitors to the school. For example, visitors have talked to pupils about how life in Walcott has changed. Visits to and from theatre groups and to the opera make a good contribution to pupils' cultural development and provide them with experiences that they may not have previously encountered. They learn about aspects of other cultures through geography and religious education and develop respect for different traditions and beliefs whilst studying a range of faiths. However, the school has no multicultural policy and this aspect of the pupils' education is under-developed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Standards of care are good and standards have been maintained and in some areas have improved since the previous inspection. Good care enables pupils to settle well into school and feel confident and secure.

40. Procedures for child protection are good and the head teacher ensures all staff receive regular reminders in relation to awareness of potential issues. Pupils' personal development is monitored well. Staff know the pupils and their backgrounds well and this allows them to give individual support well. Personal needs are dealt with effectively. Good induction procedures help reception pupils to settle well in school. All staff undertake regular First Aid training and sick or injured children are cared for well. There are good procedures in place to monitor and effectively deal with Health and Safety issues.
41. The school has recently introduced a very good revised behaviour policy, which is very successful in promoting high standards. Praise and rewards are used consistently in relation to good behaviour and attitudes as well as good work or effort. Potential issues are dealt with well and parents and pupils feel confident that the school handles issues such as potential bullying effectively. Very good support is given to the small number of pupils who have behaviour problems, demonstrating the very positive attitude taken by the school to ensure that all pupils are supported and encouraged to settle well in school, whatever their background or level of ability. Very good supervision in the playground, supported by a very good range of activities and a play leader, is having a very positive impact on behaviour and relationships.
42. Procedures for monitoring and promoting attendance are very effective and contribute well to the good overall levels of attendance.
43. The school has made effective improvements, since the last inspection, to the way in which pupils' achievements are assessed and monitored. A consistent approach has been adopted for English, mathematics and science and the method of recording their achievements provides a clear picture of how individuals are progressing. Pupils' progress in these subjects is regularly evaluated through marking of pupils' work and various tests, such as spelling. The outcomes are recorded against the key skills that pupils are expected to develop in each subject. This provides useful information on how well individual pupils are doing, as well as a clear overview of the whole class. This information is used effectively in planning for pupils' learning, matching tasks to pupils' needs and to inform target setting in English and mathematics. Assessment and monitoring of pupils' achievement in other subjects of the curriculum are not yet firmly established but are being developed.
44. The school has established good procedures for tracking pupils' progress. From the time they start school information is collected on their achievements. This provides information about how well pupils are doing and where they need to improve. The school uses this information to focus support for individuals and groups. There is some effective monitoring of pupils' progress through the marking of pupils' work, but this method of monitoring how well pupils are doing does not have quite the same precision in the oldest class in Key Stage 2 as in the other classes.
45. The school has effective systems to identify, assess, support and monitor the progress of pupils with special educational needs. Timely and appropriate help is given to all pupils. Target setting is generally specific and pupils' progress is regularly monitored. The school has effective liaison with outside agencies who also offer valuable guidance for adults who work with pupils with special educational needs

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The partnership with parents is very good and the head teacher has been very effective in promoting this partnership and improving the good standards that were in place at the time of the previous report.
47. Parents have very positive views of the school. In the pre-inspection meeting and parental questionnaires they praised all areas of the school's work. In particular, they feel their children like school, are making good progress and behave well, teaching is good and pupils are

encouraged to work hard. They are pleased with the information they receive about their children's progress, and feel that the school works closely with them and that it is well led and managed. Inspectors agree with parents' positive views. The school has made very good steps since the last inspection to involve parents and to provide them with information. For example, newsletters give very good information on staffing, the curriculum and particular events.

48. Annual reports are of very good quality; they fully meet legal requirements, give very good detail in relation to progress, and include specific targets indicating clear areas for improvement. A very good feature is pupils' own evaluations, including "things I need to work harder at". Reports are giving parents a good insight into the progress of their own child. Arrangements at the start and end of the school day mean parents and staff have very good opportunities for contact, especially parents of younger pupils.
49. Parents are involved very well in their children's education by supporting their homework. They help to ensure pupils' regular and prompt attendance, and assist with school activities and in lessons. Parents attend consultation sessions and enable fundraising through the Friends of the School. An outstanding feature of the school's effort to involve parents in their children's education is the provision of 'Working Together' leaflets, which provide excellent information in an attractive and easily understandable format.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the school are good and have been successful in leading the school through a difficult period of transition since the inspection in 1997. The new head teacher has been in post for less than a year and has been working closely with the governing body to develop a strong team ethos among staff. The head teacher has a clear vision for the school, shared by all members of its community. This is well expressed in the school's mission statement, and is being fulfilled. The head teacher has begun to put in place systems to monitor and evaluate the work of the school. He also demonstrates a strong commitment to creating and maintaining a caring ethos within the school, helping pupils to establish very good relationships with each other and all adults.
51. The school's commitment to, and capacity for, further improvement is good. The head teacher and staff are aware of priority areas for future development, and they have begun to address most of them. Systems are developing for monitoring the quality of teaching and learning, and the standards of pupils' work. This includes a whole-school monitoring policy, with an agreed format for feeding back to teachers on all lesson observations. All teachers are now beginning to develop a good understanding of key strengths and weaknesses of the school. Some co-ordinators have also observed lessons and they have had opportunities to look at pupils' work and teachers' planning. The professional development of teachers is supported by annual appraisal interviews. The school has drawn on nationally agreed guidelines, in which teachers are set targets closely linked to improving pupils' performance. The school has sound procedures in place for the induction of new staff. This is shown in the development of the newly qualified teacher this year, who has been supported well by her experienced colleagues.
52. The management of the provision for pupils with special educational needs has improved since the last inspection. The special educational needs co-ordinator is very enthusiastic and diligent. She has created effective systems for tracking the progress of pupils on the school's special needs register. The individual education plans are detailed and sensible. The targets set for individual pupils are well matched to their needs and take them forward in realistic steps that they all understand. The relationships with parents are good.
53. The governing body fulfils its statutory responsibilities and provides sound support for the school and is eager to help it improve further. They have a sound committee structure in place, which deals effectively with issues relating to curriculum, finance, buildings, staffing, admissions and public relations. Individual governors bring a wide variety of expertise to their

role, and have established good relationships with the school management and staff. Although some governors have been able to visit lessons and hold discussions with teachers and co-ordinators, much of their knowledge of the school is dependent on the head and other adults. The insight they need in order to ask relevant questions to check how well the school's plans for improvement are progressing is still developing. For example, they have not visited sufficiently to gain a close overview of standards in key areas, and they play a largely passive role in the school's procedures for setting targets for national assessments. They also rely heavily on information provided by the head teacher when reviewing the progress made towards targets in the school improvement plan.

54. The head teacher has used the expertise of all staff to draw up a school improvement plan linked to a series of realistic and relevant strategic intentions. It provides a sound basis for managing school improvement, and includes whole-school targets for the current year, some of which focus specifically on raising standards. The main emphasis has been on updating schemes of work and beginning to implement monitoring programmes in order to improve teaching and learning. The action plans contain satisfactory links to finance, including the provision of new resources. All funds provided for specific purposes, special educational needs for instance, are used well. The head teacher and administration officer are careful to obtain best value in all purchases. The school is now monitoring and evaluating its performance satisfactorily.
55. The number of teachers and their qualifications and capacity to meet the demands of the National Curriculum are good. The head and the two experienced teachers share the management of subjects. All staff work well together; teamwork is good and this contributes to a positive ethos in the school. Satisfactory systems of performance management and induction of new members of staff are in place. There is a good number of suitably qualified and experienced learning support staff who are committed to the school and to the welfare of the pupils. The premises staff, the school secretary and the midday assistants all work effectively to support the smooth day-to-day running of the school.
56. The school accommodation is barely adequate. The two classrooms in the main school are large, but lack flexibility in their use. The top classroom has to be made available for the school's assemblies everyday, which necessitates packing items away and limits the use of displays for these older pupils. The mobile classroom is quite small; it is in sound condition but compares unfavourably with the rest of the school building. It also has just one small tap and sink for the 24 pupils to use, and no toilets. The children in this classroom, as noted during the inspection, waste considerable time in walking to and from the main building to wash their hands etc. The school has made arrangements to use the village hall, a five-minute walk away, for physical education lessons, as there is no hall at the school. In their circumstances this is a sensible arrangement but again wastes a considerable amount of time over the course of a year. Outside there is an adequate hard surface playground with some recently added good play markings and seats. There is a small field for games and athletics. There is no specific area for the youngest children and this limits the opportunities available for their necessary play activities.
57. Resources for teaching the National Curriculum are unsatisfactory overall. They are inadequate for the efficient coverage of the programmes of study in music, history, religious education and parts of the science curriculum. Resources for teaching English and mathematics are sound, although the school library is inadequate. There is a very good suite for teaching ICT.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to raise the overall standards of pupils' attainment in all subjects, the governors, head teacher and all staff should jointly:
- (1) Ensure that the school has adequate learning resources for all subjects by reassessing the priorities in the school development plan to enable this to be completed as a matter of urgency.
Paragraphs 22, 31, 57, 62, 64, 68, 96, 99, 103, 113, 124
 - (2) Ensure that pupils gain a clear understanding of the multicultural nature of society through incorporating and emphasising these aspects in the written guidance for all subjects.
Paragraph 38
 - (3) Take action to improve the standard of the school's accommodation so that it fully meets all requirements for pupils' learning and their time is used to best effect.
Paragraphs 56, 64, 118
 - (4) Consider the role of the governing body so that they consistently monitor, appraise and evaluate the work of all staff so that they help to shape the direction of the school and act as the necessary 'critical friend'.
Paragraph 53

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

22

Number of discussions with staff, governors, other adults and pupils

12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	10	6	0	0	0
Percentage	5	23	45	27	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	76
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	15

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	5	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	9	10	11
Percentage of pupils at NC level 2 or above	School	82 (100)	91 (67)	100(80)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	9	11	11
Percentage of pupils at NC level 2 or above	School	82 (80)	100 (87)	100 (80)
	National	85 (84)	89 (88)	89 (88)

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

* Data for boys and girls separately is omitted as the number in each category was not more than ten.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	0	8	8

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	7	6	7
Percentage of pupils at NC level 4 or above	School	88 (50)	75 (70)	88 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	88 (50)	88 (70)	88 (90)
	National	72 (70)	74 (72)	82 (79)

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

* Data for boys and girls separately is omitted as the number in each category was not more than ten.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	65
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	19
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	49

Financial information

Financial year	2000/2001
	£
Total income	177806
Total expenditure	178136
Expenditure per pupil	2700
Balance brought forward from previous year	5010
Balance carried forward to next year	4680

Recruitment of teachers

Number of teachers who left the school during the last two years	2.4
Number of teachers appointed to the school during the last two years	3.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	76
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	37	4	0	4
My child is making good progress in school.	48	41	4	0	7
Behaviour in the school is good.	19	74	4	4	0
My child gets the right amount of work to do at home.	26	63	7	0	4
The teaching is good.	48	44	7	0	0
I am kept well informed about how my child is getting on.	44	44	7	4	0
I would feel comfortable about approaching the school with questions or a problem.	70	22	0	7	0
The school expects my child to work hard and achieve his or her best.	52	48	0	0	0
The school works closely with parents.	63	30	7	0	0
The school is well led and managed.	44	48	4	0	4
The school is helping my child become mature and responsible.	30	56	7	0	7
The school provides an interesting range of activities outside lessons.	48	48	4	0	0

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

59. The children join the class in the September of the school year in which they are five. They start school with average skills and knowledge. The work in the reception/Year 1 class is well planned using the nationally recommended early learning goals. The class teacher and the learning assistant work together well to ensure that the children receive a very secure foundation for their future education. The children currently in the reception age group are on track to achieve average standards in all areas of learning by the time they reach the end of the Foundation Stage.

Personal, social and emotional development

60. The children acquire good social skills and also develop well in confidence, independence and maturity through the good teaching of this aspect. Children already know the classroom routines and are able to follow instructions accurately and organise themselves. For example, at the start of a session they were all quick to join the classroom assistant to work with her while the Year 1 children stayed with the class teacher. They changed with a minimum of fuss and clearly understood that they would all get a chance to do the various activities. Children are given many opportunities to work together regularly in small groups. During the inspection the groups playing together were learning to take turns and share equipment and toys well. When given a free choice of activity the children are helped to make sensible choices about what they want to do. They were using equipment such as a computer, headphones and tape recorder sensibly. Children's personal, social and emotional development is good.

Communication, language and literacy

61. Children's speaking and listening skills are sound. They talk confidently with adults and with each other about what they are doing, and are beginning to express their own ideas. The children enjoy both story and picture books and can re-tell favourite stories. The class teacher successfully combines the National Literacy Strategy for Year 1 and the needs of the reception year children, for instance when considering the language created by reading through 'We're going on a bear hunt'. She was careful to bring out 'sh' words for the reception children and vowel sounds for the Year 1 pupils. The children are learning letter sounds systematically; all have learnt to read many words and the highest attainers are already reading well. Standards are in line with expectations for their age. Children have similarly sound writing skills. Most can read and write their own names and most are writing simple sentences of their own. The teaching is good. Through lively question and answer sessions and through giving children the chance to tell the rest of the class what they have been doing, the class teacher and learning assistant skilfully use all the activities to extend the children's vocabulary and understanding of language.

Mathematical development

62. The children are making good progress in learning about number and other elements of mathematics and overall are likely to reach standards that are in line with those expected at the start of Year 1. All can count to ten and most of the class can count to 20 and beyond. The class teacher is also successfully using a modified version of the National Numeracy Strategy to include both age groups and makes good links between different activities to extend children's understanding of number. During the inspection the children were recalling doubles and the younger children were learning well from their older classmates. Most could count on or back from a given starting point, using a number line very confidently. They know the basic shapes such as a square and rectangle and this was reinforced well by the use of a 'feely' bag. The lack of resources, however, meant that opportunities to extend their understanding

through a range of different activities were missed. The teacher had gone to great lengths to make her own three-dimensional shapes as the school's resources were barely adequate for the lesson and uninspiring for children of this age. This is an example of the overall good teaching.

Knowledge and understanding of the world

63. The children receive a good foundation for their future work in subjects such as science, history and geography due to the good teaching of this aspect. Through stories, role-play and a range of practical activities they are learning about the world in which they live. During the inspection they were exploring their ideas well in the sand tray. However, the resources here are very restricted too. The children were talking to each other well and were putting forward sensible ideas, but their ability to predict what would happen and to explain the outcome was severely restricted by the lack of resources. The work in the ICT suite was developing good computer skills. For example, they could move shapes about the screen and put them into more complex series as the lesson progressed. The pupils showed a very good level of skill in this aspect of their learning.

Physical development

64. The opportunities for outdoor play are restricted. The teaching is good, but the teacher and assistant have limited opportunities to allow children outside to play with the large wheeled toys. The outdoor session seen during the inspection was very well organised and hugely enjoyed. It was carefully planned but the children all had to take part in it at the same time. The opportunities for them to be involved in spontaneous outdoor activities as part of their social and creative work are very few. The children say they enjoy their physical education lessons in the village hall, but there was no opportunity to see this during the inspection. The children have generally good manual dexterity. They hold and use pencils properly and use equipment such as scissors and glue sticks properly and safely. When using computers they manipulate the mouse and direction keys confidently and accurately.

Creative development

65. The children showed good painting and drawing skills. The colouring-in activity was based on their literacy tasks and showed they have good colour sense and good pencil control. The children showed a well-developed awareness of colour too, when creating good pastel drawings on black slates. They were choosing to draw Bethlehem as a result of their religious education lesson. Singing games are a regular feature of classroom activities and the children sing tunefully with a good sense of rhythm. They learn new songs quickly. They enjoy all modelling activities but the variety of different materials available is very limited and so restricts their development.

ENGLISH

66. By the ages of seven and eleven, inspection evidence shows that pupils are achieving standards in line with national expectations in all areas of the English curriculum.
67. Speaking and listening skills are satisfactory in both key stages. Pupils have appropriate opportunities to practise and develop their speaking and listening skills in lessons across the curriculum and during assemblies. By the age of seven, pupils learn to speak audibly and increase their vocabulary well. They show growing confidence in applying their knowledge to offer simple explanations in a range of subject areas and in discussing their story books. Older pupils make good, informed contributions to class discussions and ask relevant questions when their interest is aroused. Listening skills are well developed, and in particular by the time they leave school, pupils' listening skills show improvement, and there is a growing readiness to take into account the views of others.

68. Attainment in reading is satisfactory throughout the school. The more able pupils attain good standards by the time they leave school. By the end of Year 2, above average and average attaining pupils acquire a growing range of vocabulary and sound levels of word recognition. The majority of pupils can sound out words well to tackle unfamiliar words, though lower attaining pupils are still at an early stage of applying these skills. Some of these pupils are slowly developing good reading habits and beginning to enjoy their reading activities. Most pupils know the difference between works of fiction and non-fiction. By the age of eleven, above average attaining pupils achieve good reading standards; average and below average attaining pupils reach generally satisfactory standards. Above average and most average attaining pupils develop good skills in discussing characters and plot; their prediction, inference and deduction skills show progress. Appropriate measures are taken to identify pupils with reading difficulties and to provide them with extra help and support. By the end of Year 6, many pupils are becoming independent readers with decided tastes and preferences for authors and for different genres of literature. Older pupils' library skills show progress and they can explain the purposes of glossaries and indexes and are generally aware of how to access books in a library. However, the library is barely adequate and some of the stock is in need of replacement and replenishment. Good use is made of the Internet to access information, and this is developing well across the whole school.
69. The quality of pupils' writing is satisfactory in both key stages and they have an appropriate range of opportunities for writing for different purposes, and their response to these is satisfactory. Pupils up to the age of seven have a secure understanding of simple sentence structure, and average and above average attaining pupils can write paragraphs and begin stories properly. Although lower attaining pupils find writing tasks more difficult, they have a growing command of vocabulary, spelling standards are secure and presentation of work is improving. Pupils have a sound understanding of the sequence of a story, handwriting and punctuation are consistent and letter formation and spacing are secure. Most older pupils can choose an appropriate style of writing to suit a particular purpose and record their learning suitably. In Years 3 and 4, pupils use adjectives more effectively to add colour and interest to their descriptive writing and their poetry. The handwriting skills of all pupils improve well and they all write in joined script by the time they reach the top class. In Years 5 and 6 pupils' grammatical knowledge and understanding were demonstrated well as they concentrated on writing a pantomime play-script. Spelling improves consistently as pupils mature. Pupils make good use of computers to help them draft and redraft their written work and improve standards of presentation.
70. Pupils make sound progress over time. Speaking skills show progression as pupils mature, especially when their interest is engaged in the topic they are studying. Pupils listen more carefully in Years 4, 5 and 6. Progress in reading is most evident when pupils are exposed to a wide range of interesting reading material; the variety of literature in the school library is limited and this discourages pupils from acquiring valuable habits of browsing among books and selecting material to further their interests. Older pupils' writing shows good progress as they plan their work more carefully and take greater pride in the presentation of their work.
71. Pupils with special educational needs are suitably catered for and targets set in individual education plans are well identified. The special needs co-ordinator and learning support assistants know their pupils well and target their difficulties appropriately, especially in reading.
72. Teaching in English is good. Lessons are carefully planned and appropriately structured to ensure adequate challenge. In the best examples of planning, tasks are well matched to all pupils' abilities and lesson plans are shared with pupils. The pace of lessons is good throughout the school. The use of a variety of teaching strategies and activities to sustain concentration was a strong feature of lessons; consequently, pupils concentrated well and gave of their best. In all lessons, teachers challenge pupils rigorously with well-targeted questioning, backed up by good subject knowledge. As a result, pupils' response to provision in English is positive and interested. Pupils concentrate and persevere to overcome difficulties

as the work is well matched to their abilities and is challenging, and they understand the lesson's aims. Relationships between teachers and pupils are very positive and mutually respectful; older pupils collaborate well together and work productively and amicably.

73. Resources in English are adequate overall but there is room for considerable improvement in the number and range of books provided in the library. Classroom resources are also adequate. ICT resources are now being used to develop pupils' information seeking, word processing, drafting and presentation skills.
74. The literacy co-ordinator has produced guidelines to support teachers in the teaching of the literacy curriculum. Sound systems are in place to enable the co-ordinator to observe his colleagues teaching literacy in the classroom. An annual audit allows teachers to identify strengths and weaknesses in the provision of literacy. Standards of writing by boys and the reading habits they acquire are areas recognised as being in need of further attention. Portfolios of written work have been developed to ensure that there is common understanding by teachers of the expected standards to be achieved in literacy throughout the school. The school now has clear procedures for assessing pupils' progress and setting targets for their improvement. These are now used throughout the school to inform pupils of what they need to do to raise standards of their work in literacy. Pupils have good opportunities to evaluate their own performance and set their own appropriate targets for improvement.

MATHEMATICS

75. Standards are average at the end of Years 2 and 6 and pupils' achievements are good. The very small number of pupils taking the national tests each year makes the comparison with standards achieved by other schools, and at the time of the last inspection, unreliable.
76. Teaching is satisfactory. There has been good improvement since the last inspection in the teaching and learning of pupils in Years 2, 3 and 4. Pupils are now grouped by their mathematical progress and ability and the tasks set provide suitably challenging work, enabling pupils to make good progress and extend their learning.
77. Teaching of the younger pupils is good and builds effectively upon the sound start pupils have in the Foundation Stage. Teachers place strong emphasis on developing pupils' basic numeracy skills and ensure that they become familiar with and use mathematical language. This helps pupils to understand and interpret problems and to explain their thinking clearly when discussing their work. By the end of Year 2 pupils have a sound knowledge and understanding of numbers up to 100. They compare two two-digit numbers and say what comes between. In mental mathematics sessions, teachers encourage pupils to use methods they know to double or halve given numbers. They apply their knowledge of doubles to identify near doubles as an aid to calculation. Pupils reliably add two two-digit numbers such as $14+28$. Higher attaining pupils apply their knowledge effectively and use efficient strategies for solving word problems. They clearly explain how they solved the problem. In mental mathematics teachers encourage pupils to explain their methods of calculation. The good questioning develops pupils' ability to reason about numbers and extends their use of different calculation strategies. Opportunities to explore simple number patterns and relationships help pupils to develop speedier recall of number facts and understand aspects such as odd and even numbers, or multiplication as repeated addition. Pupils' achievement in data handling is satisfactory. They sort and collect data, representing it in simple tables and graphs, for example a pictograph. The emphasis on the development of pupils' mathematical understanding and reasoning skills is beginning to have an impact and pupils interpret the information presented to answer questions and solve problems, for example, "How many more children enjoy draughts more than football?"
78. Teachers make good use of practical activities to reinforce pupils' understanding. For example, the folding and cutting up of rectangular strips of paper into halves and quarters

helped Year 2 pupils to recognise these fractions and understand that two halves make one whole. However, the lack of resources, such as three-dimensional shapes, inhibits the effectiveness of the teacher, and limits the range of activities pupils can do when learning about the properties of these shapes. The mixed age groups are managed well and the expectations of what each year group is expected to learn are clearly identified. Their evaluations of lessons give teachers a good knowledge of what individual pupils can do and where they are going to need extra help. They use this information well to adapt planning and ensure that pupils have the necessary skills to enable them to move onto the next step in their learning. The work in pupils' books reflects the well-planned and balanced coverage of each area of mathematics. Pupils work hard in lessons and respond well to the advice and support offered by the class teachers and learning support staff. As a result, they have covered a good amount of work this term.

79. Most pupils in Year 6 use standard written methods to add, subtract, multiply and divide. Higher attaining pupils confidently and accurately multiply pair of numbers, such as 507×93 and solve division problems by using multiples of the divisor. The teaching of these is satisfactory. However, lower attaining pupils have few opportunities to use informal written methods of calculation to reinforce and extend their mental calculation strategies. Work in the main part of lessons builds on previous learning and is generally matched to the different attainment groups within the class. The teaching observed of mental mathematics in the mixed age class of older pupils was less secure. It did not take sufficient care over the very wide range of ability within the class. Questions were often too difficult for lower attaining pupils, but did not always stretch the more able. Although the teacher gave clear guidance and involved pupils in working examples so that they had a better understanding of what they were to do and learn, there was not enough emphasis on the learning and use of mathematical language. For example, all the questions in the mental mathematics session were put in the same way and the opportunity for extending pupils' knowledge of mathematics vocabulary was missed. This is reflected in pupils' own limited use and the somewhat vague explanations they give when explaining strategies or terms, such as symmetry. However, they recognise where a simple shape will be after reflection in a mirror line parallel to one side, and higher attaining pupils can deal with reflections in two mirror lines at right angles.
80. Pupils have a satisfactory knowledge and understanding of graphs and their usage, although the lack of labelling on graphs makes it difficult for others to interpret the data. Work in ICT and science supports Years 5 and 6 pupils' handling of data. They enter data onto a spreadsheet, and represent the information from investigations, such as into heating water, on computer-generated tables and line graphs. ICT is being developed to support learning in mathematics on a regular basis.
81. Throughout the school, teachers explain the purpose of the lesson at the start so that pupils know what they are to do and learn. Teachers make good use of demonstration to clarify their explanations and to put right any misunderstandings that they identified in pupils' work. They involve pupils in the working of these examples and this enables pupils to start the independent tasks with greater confidence. Most pupils listen carefully to the teachers and concentrate well on the task set. When tasks require pupils to work together they get on well and are willing to help and learn from each other.
82. Each class has the additional help of a learning support assistant. They are well briefed by the teacher and provide good support and guidance for individuals and groups in lessons. Consequently lower attaining pupils and those with special educational needs generally take a full part in lessons. Support staff help pupils to understand what is being discussed, and offer help and encouragement in the use of practical resources when they are struggling. This helps pupils to gain in confidence and means that the learning of the lower attaining pupils and those with special educational needs is good.
83. There is a more consistent approach to assessment than was reported at the last inspection. Information gained from the analysis of test results and from the school's own assessments is

used effectively to identify pupils who need extra help as well as those capable of attempting more challenging work. More able pupils in some year groups receive additional teaching in 'booster groups'. The teaching of these groups is very good. The teachers' good subject knowledge is demonstrated through the well-planned development of pupils' skills and understanding, and the demanding and thought-provoking questioning, which encourages pupils to verbalise their reasoning with increasing clarity. They rise to the challenge presented in problem solving, applying their knowledge in different contexts, and extending their use of mental and written strategies. The progress of all pupils is carefully tracked and informs pupils' individual targets, such as "learn the two times table". These targets are monitored and dated once achieved. Teachers' evaluations of lessons and the marking of pupils' work guides lesson planning. They regularly mark pupils' work and use praise well and the awarding of house points to motivate pupils and to show them that their efforts and achievements are recognised. Marking is more effective in Years 1 to 3 as this gives pupils useful pointers to how they can improve.

SCIENCE

84. Standards in science are average at the end of Year 2 and above average at the end of Year 6. Although the very small number of pupils taking the tests makes comparison with previous years unreliable, the indications are that standards have been maintained since the last inspection, and by the end of Year 6 most pupils achieve at least the expected standard.
85. The teaching is very good and is of more consistent quality than at the time of the last inspection. Well-planned opportunities for investigative and experimental work enable pupils to learn through first-hand experience, enabling them to make sound and sometimes very good progress in the development of their scientific knowledge and understanding. Most teachers have good subject knowledge, which is demonstrated through their good questioning and ability to explain scientific principles. This is reflected in pupils' own attempts to explain what they have learned. The lessons are well planned and build securely on pupils' previous learning. The purpose of the lesson is discussed with pupils so that they have a clear understanding of what they are to do and why, and what they are expected to learn from this.
86. By the end of Year 2, pupils understand that materials have different properties, some of which can be recognised through use of the sense of touch and smell. Teachers emphasise the need to learn the correct scientific terminology, so that they can talk about and clearly explain what they see and discover through investigation. For example, they describe material for making the windows in a doll's house as "transparent, flexible, smooth and strong". Pupils know that different objects can be made from the same material and that some materials are natural, whilst others are man-made. They know forces such as magnetism can move objects. They sort materials into magnetic and non-magnetic, firstly on the basis of prediction, and then by testing with magnets. Pupils enjoy these practical activities and are keen to learn. They were really excited when the investigation led them to discover that not all metals are magnetic. This practical approach to learning builds pupils' confidence. They become eager to ask as well as answer questions, providing the teacher with good insight into how their learning is progressing.
87. During Years 3 to 6 pupils build on their skills and knowledge through a good range of practical investigations. These practical lessons are well organised and suitably resourced, with support and methods of recording their findings matched to the different age and attainment groups. This ensures that all pupils can manage the work and learn at an appropriate pace. By the end of Year 6 pupils have a good understanding of how to carry out a scientific investigation. They are alert to health and safety issues relating to the different tests, for example when investigating the effects of burning materials as part of their study of reversible and irreversible change. Teachers use questions and discussion well to explore what pupils have learned. They make them think carefully about what they already know to help them make predictions about things that they wish to find out. For example, they use their

knowledge of natural and man-made materials to predict how wood, cotton and nylon might burn and whether these changes are reversible. Group work is monitored closely and pupils are very effectively questioned to extend their thinking skills. Teachers encourage them to observe closely and make connections between what they see when the materials are burning and the changed states. Year 6 pupils make sensible predictions and clearly describe their findings using the correct scientific terminology. They are becoming more secure in their ability to draw conclusions, which relate to the intentions of the investigation. Older pupils make good use of ICT for recording their work. They use different formats to record the results of investigations, including tables and graphs. This and the taking of measurements, such as temperature, link well to the use and development of their numeracy skills.

88. Planning to ensure progression in pupils' learning has improved since the last inspection. The school has adopted the national guidance and the units of work have been carefully incorporated into the newly revised curriculum framework. This ensures that there is balanced coverage of the key themes. The pupils are organised so that those in the mixed age classes can be taught with their own year group, so avoiding the repetition of topics that was happening at the time of the last inspection. This arrangement is working well and all pupils are clearly achieving at an appropriate level for their age. There is good support for the more able pupils, as well as the lower attaining and pupils with special educational needs, enabling them to access tasks or extend their learning in ways suited to their individual needs. For instance, pupils who find recording the outcomes of an investigation more difficult are given a prepared page on which to write, more able pupils might be given extension tasks, such as a wider range of materials to investigate, and pupils with special educational needs are given additional adult support
89. Assessment procedures are good. Pupils are assessed at the end of each unit of work and the outcomes recorded against levelled criteria. In this way teachers can track the progress of each pupil and identify areas of strengths and any aspects of their skills and knowledge that need to be revisited.

ART AND DESIGN and DESIGN AND TECHNOLOGY

90. During the inspection, one art lesson and one design and technology lesson were seen. From the work on display and from conversations with pupils, overall standards were judged to be broadly in line with expectations for their age in art and design, and in design and technology.
91. Pupils are able to talk about the processes they have used in art, such as printing in the Year 1 class. The collage work is good throughout the school. The use of different papers for animal collages in Year 1, and the large-scale farm landscapes in Year 3 were particularly good. Pupils in the Years 4/5/6 class have looked at the work of famous artists such as Van Gogh and Monet and have experimented with a range of techniques to produce paintings in a similar style. These older pupils are developing their drawing skills well. The planning charts for their landscapes were particularly effective. The idea of labelling a detailed diagram with work from the computer was carried out very well.
92. Teaching is at least satisfactory overall, and in the lesson observed, teaching was good. Teachers are using the Qualifications and Curriculum Authority scheme of work and have made amendments to suit their school. Pupils are given opportunities to explore different techniques such as the use of charcoal in observational drawings linked to a local history project and different waterproof materials for windows for a doll's house.
93. The art co-ordinator has made very significant changes for the better in the way the school organises the subject. For instance, she has made sure pupils are being enabled to use sketchbooks consistently throughout the school. Portfolios containing completed work are used to show examples of pupils' work, and agreement on the levels they have reached for future guidance has been developed well. The resources provided by the school are

unsatisfactory and do not easily enable the pupils to work with the variety of media needed to provide the experiences the teachers have planned.

94. Only one lesson was observed in design and technology and this lesson in the Years 2/3 class was good. There is good evidence of work recently completed on which to comment, and it is clear that, despite the restricted resources available, the school is making a range of suitable activities available, and teaching is sound overall. Teachers develop the plans for each lesson well. Attention is given to developing ideas, designing, making and evaluating in both subjects. In design and technology, time is given to look at the effectiveness of the prototypes and older pupils are encouraged to develop better ideas from mistakes or successes. Good re-assembly work is carried out.
95. The detailed work on making a photograph frame in the Years 2/3 class was very good. Pupils have had the opportunity to take picture frames apart to see how they are made and to then build their own versions. Discussions with older pupils proved this was an exciting and a valuable learning experience. The work was linked well to a real-life situation in that they wanted to make these photo frames as Christmas presents. The pupils had already had a specific skill lesson to try out different joints and had a display of these that would help them make their models. The pupils were able to demonstrate a variety of ideas using words, labelled sketches and models and showed a real understanding of the constraints they were working under. In this lesson the pupils made significant progress.
96. The head teacher has reviewed the scheme of work for design and technology. The planning cycle shows that during this year pupils will have opportunities to make a variety of different models. There is a barely adequate range of resources, but teachers enhance the provision by obtaining any other materials as and when the need arises.

GEOGRAPHY

97. Standards are above those expected for pupils' age in Year 6. This is the same as at the previous inspection. During the inspection geography was not being taught, but from talking with pupils, scrutiny of pupils' past work and looking at teachers' planning it is evident that pupils, including those with special educational needs, are making good progress. However, there was no work available to be able to make a judgement on standards at the end of Year 2.
98. Pupils in Years 1 and 2 learn to make maps and plans and to identify the human and physical features of a place. They extend their knowledge of the local environment and consider ways of making it safer. By Year 6 pupils have a good knowledge of the locality and describe with real accuracy how to get to a variety of places within the area. They understand why roads are where they are and how many uses they have. They take part in fieldwork when they investigate local traffic issues. They clearly describe potential hazards posed by conditions on local roads. Pupils use ICT to create a database for the information they have researched and record the data from the traffic survey on a computer-generated bar graph. Pupils have a good understanding of how humans cause damage to an environment and how this can affect the lives of the inhabitants. They have good recall of their work on Chembakoli, a village in India. They explain how Walcott is very different from Chembakoli. Pupils identify and compare the physical and human features, such as natural resources, the weather and annual rainfall, population and occupations, with those found in Great Britain. They use maps to plot routes to India and to locate the continents and countries of the world.
99. Teaching is satisfactory throughout the school. Teachers plan well for the development of pupils' skills of geographical enquiry. Work is marked well and provides some helpful guidance to show pupils how they might improve their work. The revised curriculum framework and the reorganisation of teaching groups ensure that pupils cover work appropriate to their age group. The limited range of resources is used effectively to support pupils' learning, but lack of reference books limits the development of their research skills.

HISTORY

100. Standards are as expected for the pupils' ages in both Years 2 and Year 6. This is the same as at the previous inspection. Due to the timetable arrangements, no history lessons were observed during the inspection. However, from scrutiny of pupils' work, looking at teachers' planning and talking with pupils, it is evident that teaching is satisfactory and pupils, including those with special educational needs, are making sound progress.
101. Pupils in Years 1 and 2 are developing an awareness of the passing of time and differences between past and present. They drew pictures to show differences in the features of modern homes and those of the past. They know that everyday items, such as washing machines, have changed over time. The pupils also identified objects that do not appear to have changed their outward appearance significantly, for example, spectacles and the tennis racket. They used simple sources of information to help them answer and posed their own questions about the past. They understand that buildings and artefacts are useful sources of information about the past.
102. Pupils in Year 6 have a clear knowledge of life in Tudor times. They are really fascinated by the filth of the times. They can name the wives of King Henry VIII and explain his way of life. They make clear comparisons between then and now. Pupils have a good idea of chronology and identify what has changed between these two times. They have learned about significant people and places from the more distant past, for example the Indus Valley civilisation. Pupils understand how different sources of information, such as pictures, maps and plans, artefacts and books, can be used to learn about the past. For example, they pose questions, such as "What do these tell us?" to help them piece together information. They consider what an excavation of a Mahenjo-Daro bath might look like and suggest what type of objects might be found there. From this they make sensible deductions about the people who lived or worked in the house and what the rooms were used for. They pose questions about artefacts, such as, "Why is it made from clay and not wood?" to help them link together information and apply knowledge gained from other sources.
103. Teaching is satisfactory throughout the school. Teachers plan well for the development of pupils' knowledge and skills of historical enquiry. They take pupils on visits to museums, such as the Museum of Lincolnshire Life, and use these to enable pupils to make comparisons and draw conclusions. However, the limited range of resources available in the school means that pupils' research skills are not fully developed and there is not a suitable range of artefacts available for them to touch and draw. They do make good use of ICT to find information. Teachers plan satisfactory opportunities for pupils to write in the subject.
104. Work is marked well and provides helpful guidance to show pupils how they might improve their work. The revised curriculum framework and the reorganisation of teaching groups ensure that pupils cover work appropriate to their age group. The limited range of resources is used effectively to support pupils' learning, but lack of resources limits the development of their research skills.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

105. Pupils' attainment in ICT is now in line with expectations by the age of seven and above expected levels by the time pupils leave school. This is considerable improvement on the position noted at the time of the inspection in 1997, and reflects the careful planning now in place to use the very good facilities in the computer suite. In Years 1 and 2, pupils are familiar with the use of computer equipment and the software that can run on such equipment. They use basic word processing successfully, choose fonts and explain their choices. Pupils in the reception class were able to start up the computer, click on the appropriate icons and 'drag' their choices to the required spot to be successful. In Years 1, 2 and 3 this knowledge is being built on in lessons on word processing and drawing.
106. Pupils in the Years 2/3 class show an understanding of databases and how they are used. They discuss information they have gleaned on pets and explain how they would use it to develop a simple database using different fields. In the Years 4/5/6 class, pupils working with a database demonstrated their competence in logging on and in retrieving previous information they had saved. They had designed a very good traffic survey for the village. They interpreted data on the various possibilities and discussed their findings very thoroughly and sensibly. This is a good level of achievement for their age. Older pupils enjoy using computers to explore the Internet and find information for themselves. All pupils, including those with special educational needs, make good progress in both key stages.
107. Throughout the school, pupils are interested in and motivated by the use of ICT. They collaborate well and are proud of demonstrating their ability. Concentration skills are good and pupils respond positively to interventions by the teacher. This was clearly demonstrated in all lessons where pupils showed a high level of motivation and enthusiasm.
108. The quality of teaching is good. Lessons are well structured and have clear aims. In most lessons clear explanations of the objectives and positive interventions enable all pupils to make good progress and acquire key skills. Lessons are suitably linked to previous learning and pupils are involved in evaluating their learning.
109. The number of computers is good now that the computer suite is being used so well. The school is appropriately equipped with facilities for using the Internet. Good use is currently being made of funding to provide training for teachers, and the head teacher has a clear long-term plan for developing the subject. Planning has been improved through the adoption of national guidance as a framework for teaching and learning. This ensures that all aspects of the curriculum of ICT are taught.

MUSIC

110. Standards in singing heard during the inspection were in line with expectations for pupils' age in Year 6. Only one lesson was seen in the juniors and pupils were heard singing in assemblies. There was no evidence of pupils' past or present work available for analysis. It is not possible, therefore, to make a judgement about standards at the end of Year 2, and throughout the school, in other aspects of music such as composition.
111. Pupils in Year 2 learn to play a range of classroom instruments and explore ways in which sounds can be made and changed. Older pupils sing in unison and match their voices satisfactorily to the shape of the melody. They keep time with the piano and taped accompaniment. In Years 5 and 6, pupils copy simple rhythm patterns and show satisfactory control when playing percussion instruments and varying the volume to create a more interesting effect. However, a significant proportion has difficulty in performing this on cue and accurately matched to a steady beat, which is sustained by the teacher. They read and write simple graphic notation to represent the different length of notes. Pupils understand that sound

can be used expressively but struggle to create a piece of music based on a poem about winter.

112. Teaching was satisfactory in the lesson observed and the lesson built on previous work. The teacher's evaluation of pupils' learning over the half term indicated to pupils that there is still room for improvement. All pupils, including those with special educational needs, take a full part in lessons. It is clear from teachers' planning that pupils are developing their understanding of music through practical activities. Pupils enjoy playing the musical instruments and demonstrate positive attitudes to the subject.
113. The instrumental resources are limited in range. At the present time ICT is not used to support pupils' learning and pupils are not tape-recording their work for evaluation purposes. There are no extra-curricular music clubs at present, although the school presents a concert in the summer. Music clubs take place later in the year to give pupils who have a particular interest in music the opportunities to develop their skills beyond what is offered in the curriculum. The Year 4/5/6 class was recently introduced to opera and experienced a live performance.

PHYSICAL EDUCATION

114. Attainment in gymnastics at the end of Year 2 is in line with national expectations, and pupils, including those with special educational needs, make satisfactory progress in the development of their skills. The school has a satisfactory programme of swimming which starts in Year 3. It is clear that, by the time they leave the school, most pupils are able to swim 25 metres. It is not possible to compare present standards for pupils at the age of eleven in all aspects of physical education with those reported at the last inspection as only one lesson was seen.
115. Pupils experience a balanced programme of activities, which includes gymnastics, games, swimming and dance. Planning is based on the national guidance for the subject and ensures that there is a good focus on the development of pupils' skills.
116. In the lesson observed the quality of teaching was satisfactory. It began purposefully with a series of movements designed to encourage pupils to be conscious of the need to warm up before undertaking physical exercise. These activities linked well to the main theme of the lesson. Pupils were given clear instructions about what was expected of them and were encouraged to do their best. There was good monitoring of pupils' progress and the teacher intervened appropriately to make teaching points or highlight good work.
117. Pupils took part in the lesson enthusiastically, but were rather chatty and were sometimes a little slow to respond to instructions. They worked well with their partners to extend the shapes they created with their body. Good opportunities were provided for pupils to evaluate each other's performance. They took notice and made improvements to their work. The good support provided by learning support staff ensures that pupils with special educational needs take a full part in lessons.
118. The school has good suitable facilities for outdoor physical education and games, but has no hall of its own. The school makes use of the village hall in order to develop pupils' skills in gymnastics and dance. However, additional time has to be added to the lesson to allow for the walk there and back.
119. The curriculum is enhanced by the after-school sports club, which offers pupils football, skittleball, badminton, athletics, rounders, cricket and tennis at various times during the year. The club is very popular and the uptake by pupils very good. The annual Years 5 and 6 residential visit to an adventure centre further enhances the provision and pupils have opportunities to take part in a wide variety of interesting outdoor activities, such as archery, abseiling and pony trekking.

RELIGIOUS EDUCATION

120. Only two lessons were seen during the inspection. However, evidence gained from pupils' completed work, teachers' planning and discussion with staff and pupils show standards match those identified in the syllabus taught in all the local authority's schools. Standards in the two lessons observed during the inspection in the two older classes were in line with expectations.
121. Pupils by the age of seven are gaining knowledge about the main Christian festivals such as Christmas and Easter, and are aware of famous Bible stories such as Noah's Ark and the miracle of the Five Loaves and Two Fishes. A visit to the local church effectively gives them insight to the significance of church furniture such as the font. By the age of eleven, pupils are aware of religious practice in some major world religions, such as Christianity, Islam and Buddhism. They are aware of how rules, such as the Ten Commandments, determine the way in which a Christian tries to live and behave towards others.
122. In the religious education lessons observed in Key Stage 1, pupils showed good attitudes to learning. They listen attentively to the stories and enjoy participating in dramatisation of the story. Pupils settled to their work well and concentrated appropriately. Older pupils showed great confidence and concentration with eagerness to respond to questions.
123. Of the two lessons observed, one was satisfactory and the other was good. Both lessons were well planned and prepared, the quality of questions successfully focused pupils' minds and in the better lesson the time at the end of the lesson effectively reinforced the main objective. Activities are very broad and well balanced. Good use is made of comparing festivals, beliefs and values of major world faiths, for pupils to identify similarities and differences that enable them to develop a clearer understanding. Through positive discussions, pupils are eager to share experiences, ask questions and share concepts.
124. At present the head teacher is overseeing the subject well. Teachers' planning shows sound coverage. Pupils' learning is hindered at times by a lack of religious education artefacts, as school-based resources are insufficient.