

INSPECTION REPORT

WRAGBY PRIMARY SCHOOL

Wragby

LEA area: Lincolnshire

Unique reference number: 120488

Headteacher: Mr R Holbrook

Reporting inspector: Mr Phil Mann
23219

Dates of inspection: 10th-13th June 2002

Inspection number: 196274

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 - 11

Gender of pupils: Mixed

School address: Silver Street
Wragby
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Lincolnshire

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Telephone number: 01673 858477

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Appropriate authority: The governing body

Name of chair of governors: Mr K Cochran

Date of previous inspection: 9th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Phil Mann 23219	Registered inspector	Children under five Science Design and technology Religious education Physical education	English as an additional language How well are pupils taught? Standards - attainment and progress
Ann Taylor 19743	Lay inspector		Standards - attitudes, behaviour, personal development, attendance Spiritual, moral, social and cultural and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? Staffing, accommodation and learning resources
David Watson 23494	Team Inspector	Mathematics Information and communication technology Geography History	Special educational needs How well is the school led and managed? Efficiency of the school
Katherine Spencer 30028	Team inspector	English Art and design Music	Equal opportunities, How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wragby Primary School has 157 pupils on roll, aged 4 to 11 years, and the average class size is 26. The school is located in the Lincolnshire village of Wragby. Pupils come from the village and other local villages and farms and the circumstances of most families are broadly average. The number of pupils who receive a free school meal is below the national average, but this does not accurately reflect the number entitled to claim one. The school was built in 1979 and is surrounded by attractive play areas, a playing field and includes a community swimming pool on the site. At the time of the inspection, there were two children under five in the reception class. The attainment of children at the start of school is average and this is higher than at the time of the previous inspection. Fourteen per cent of pupils are on the special educational needs register, of whom 15 are at the early, school-based stages of assessment and provision. Seven pupils receive support from the local education authority, but currently there is none with a Statement of Special Educational Need. The proportion of pupils with special educational needs is below the national average.

HOW GOOD THE SCHOOL IS

This is an effective school that places the education of the whole child at its centre. Good teaching overall is ensuring that very high standards are being achieved in English and mathematics by the time pupils leave the school at 11 years. The strong leadership of the headteacher, with the effective support of the governing body, effectively manages the difficulties and constraints placed upon the school by mixed-age classes; however, inequalities caused by this still remain for some pupils. Given the high standards achieved overall in some subjects, the generally high cost per pupil and the enriched learning experiences on offer, the school provides good value for money.

What the school does well

- Pupils achieve very high standards in English and mathematics by the age of 11 because of consistently good teaching in these subjects. They also achieve high standards in music, physical education and information and communication technology.
- Pupils are enthusiastic and very keen to learn because of the interesting learning experiences on offer.
- The quality of teaching throughout the school is good and sometimes it is very good or excellent.
- The provision for activities outside of lessons is very good.
- The strong leadership of the headteacher supported by the governing body provides a clear focus for raising standards as well as providing a positive ethos for learning.

What could be improved

- To make sure that all pupils in the same year group, but in different classes, have equal access to the same planned experiences so that they all make consistent progress.
- Better use of assessment information to set targets for the next stages of pupils' learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement on all the key issues identified in the previous inspection and its capacity for further improvement is good. Overall, it has raised pupils' standards in English, mathematics and science at the end of Year 6, although there have been some fluctuations since the previous inspection due to variations in the numbers of pupils with special educational needs. It has also made good progress in teachers' marking and in the development of effective procedures for monitoring the attainment of pupils. However, the school still needs to use the information gathered more effectively to inform future planning for what pupils need to learn next.

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	B	C	C	D
Mathematics	C	A	C	D
Science	B	B	D	D

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

Overall, pupils are achieving well and, by the age of 11, inspectors judge that pupils of this age are attaining well above average standards in English and mathematics and above average standards in science. This is an improvement on the school's results at 11 in the 2001 national tests. Based on these results in these tests, the performance of pupils was average in English and mathematics and below average in science when compared to schools nationally. When these results are compared with schools of similar circumstances, standards in English, mathematics and science were below average. Taking into account the small numbers of pupils in each year group and variations in the numbers of pupils with special educational needs, there has been a general trend of improvement for 11 year olds since the previous inspection. The results achieved by 7 year olds also reflect this positive trend.

Standards are also high in several other subjects such as information and communication technology, music and physical education as a result of good teaching and the rich and interesting curriculum made available for the pupils in this school. Learning is especially good across the school in literacy and numeracy skills because pupils work in single aged teaching groups. Also the implementation of the National Literacy and Numeracy Strategies has been effective, and teachers and support staff teach basic skills well in all classes. This has resulted in the very high standards of writing at the end of Year 6 overall.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good. Pupils are very enthusiastic about school and enjoy their lessons and opportunities to learn. They tackle tasks with considerable enthusiasm and take pride in their work.
Behaviour, in and out of classrooms	Behaviour is very good overall and pupils are polite and friendly towards each other and visitors to the school.
Personal development and relationships	The very good relationships are helping pupils to learn effectively in a happy and supportive environment.
Attendance	Good and above the national average.

TEACHING AND LEARNING

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

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

The quality of teaching across the school is good overall. Teaching is at least satisfactory or better in nearly all lessons seen during the inspection. In seven out of every ten lessons it is good or better with a tenth of teaching being very good or excellent in standard. This good teaching is seen in all classes and the proportion of unsatisfactory teaching in the school is very small. This is a considerable improvement on the findings of the previous inspection, when over one in ten lessons were judged to be unsatisfactory in the junior classes.

The quality of teaching for the children in the reception class is good and this has a positive impact on learning in their first year at school. Technical competence in the teaching of basic skills for pupils in the infants and juniors is very good. Consequently, teachers are teaching the National Literacy and Numeracy Strategies effectively across the school and standards in English and mathematics have risen accordingly. Other areas of strength observed include good classroom management and effective use of resources such as computers and overhead projectors. Classroom assistants also play an important part in the teaching programme and make a valuable contribution to the level of achievement that the pupils make across the school.

On the whole the school meets the needs of all pupils well, but sometimes there is a lack of rigour in the overall planning for pupils in the same year group but who happen to be in a different class. This results in some pupils not achieving as well as they might in some subjects and not sharing the same experience to a similar level.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Teaching of literacy and numeracy is effective in raising standards. Pupils learn lots of exciting things and the school enhances the curriculum by its good links with the community. Sometimes pupils in the same year group do not all have the opportunity to do certain activities because of the planning of some aspects of the curriculum. The provision for activities out of lessons is very good.
Provision for pupils with special educational needs	Pupils with special educational needs make good progress because of the quality support they receive in class and from external agencies.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; moral and social development are good and spiritual development is satisfactory. Teachers provide pupils with good opportunities for pupils to celebrate their own culture. They do this through music, art, local visits and residential trips. The opportunities for pupils to appreciate the culture and diversity of others are, however, more limited.
How well the school cares for its pupils	The school has a strong family feel to it, and procedures for child protection, health and safety and welfare are firmly in place. However, the school does not make the best possible use of the information it collects about pupils to determine accurately what they should do to improve further.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a strong, balanced and caring leadership that has been very effective. His clear educational philosophy, that centres on the development of the whole child, is understood and valued by all and drives the school forward. Senior teachers are emerging as significant and valued members of school management.
How well the governors fulfil their responsibilities	The governing body through a range of strategies and in-depth discussion monitors the school well. Governors have a deep appreciation of the needs of the school and provide good levels of support and guidance.
The school's evaluation of its performance	This is good. The school carefully analyses its results, monitors its teaching thoroughly, and takes effective action to improve. The monitoring of the curriculum has been less robust. The improvement plan is appropriate and clear, outlining its priorities well, effectively communicating the school's long-term vision.
The strategic use of resources	The school makes good use of its resources. It carefully considers and monitors the implications of educational and financial decisions to ensure that it always obtains the best value and highest standards. However, it does not systematically seek the views of all those involved in the work of the school.

An appropriate level of resources supports teaching and learning within the school. Teachers are suitably qualified and well supported by classroom assistants. Staff involved with administration and site management make a good contribution to the smooth running of the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

15 parents attended the meeting and 44 returned a questionnaire.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Teaching is good • They are comfortable in approaching the school • Teachers have high expectations of their pupils • The school is well led and managed • The school helps pupils to become mature and responsible • Pupils' behaviour is good • Their children make good progress 	<ul style="list-style-type: none"> • The amount of homework that pupils receive • How the school works with parents • Information about pupils' progress

Inspectors agree with all of the parents' positive views of the school. Arrangements for homework are satisfactory and similar to that seen in many primary schools. The headteacher firmly believes in working in a partnership with parents and the quality of information for parents about their child's progress is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, pupils are achieving well and by the age of 11 are attaining well above average standards in English and mathematics and above average standards in science. This is an improvement on the school's results at 11 in the 2001 national tests. Based on the results in these tests, the performance of pupils was average in English, mathematics and science when compared to schools nationally. When these results are compared with schools of similar circumstances, standards in English, mathematics and science were below average. Further analysis of these results indicates that the attainment of boys and girls is generally consistent at 11 years with no significant differences at 7 years. A large proportion of pupils who took these tests (35 per cent) featured on the school's register for pupils with special educational needs and year group numbers are quite small. These results, therefore, need to be considered with these factors in mind.
2. Taking into account the small numbers of pupils in each year group and variations in the numbers of pupils with special educational needs, there has been a general trend of improvement for 11 year olds since the previous inspection. The results achieved by 7 year olds also reflect this positive trend. The headteacher has undertaken some considerable analysis of these results and the overall good levels of pupils' achievement are confirmed by the local education authority's tracking of individual pupil data.
3. Standards are also high in several other subjects such as information and communication technology, music and physical education as a result of good teaching and the rich and interesting curriculum made available for the pupils in this school.
4. The table below shows attainment in English, mathematics and science judged by the inspection team and as achieved by last year's Year 2 and Year 6 in the tests, compared to all schools nationally and measured by what is known as points scores. These scores take into account the performance of all pupils in the year group.

	National tests Year 2 2001	Inspection judgements Year 2 2002	National tests Year 6 2001 [points scores]	Inspection judgements Year 6 2002
English	Reading Average Writing Well above average	Reading Above average Writing Above average	Average	Well above average
Mathematics	Well above average	Well above average	Average	Well above average
Science	By teacher assessment Well below average	Average	Below average	Above average

5. The following table shows standards in subjects other than English, mathematics and science.

	By the age of 7	By the age of 11
Information and communication technology	Above that expected	Above that expected
Art and design	In line with that expected	In line with that expected
Design and technology	In line with that expected	In line with that expected
Geography	In line with that expected	In line with that expected
History	In line with that expected	In line with that expected
Music	In line with that expected	Above that expected
Physical education	In line with that expected	Above that expected

6. Reception children make good progress as a result of consistently good teaching and the well organised activities, matched to the needs of children. This is particularly so in their oral language and reading skills, number work and their personal and social development. All children receive very good support from the teacher and classroom assistant during lessons and they have established a very positive atmosphere for learning in this classroom. As a result of this good provision the standards achieved by the majority of these reception children at the end of the Foundation Stage is above average.
7. Pupils achieve well in the infant and junior classes and learn lots of exciting things because of the high quality teaching and the overall richness of the curriculum. Learning is especially good across the school in literacy and numeracy skills because pupils learn in single aged teaching groups. Also the implementation of the National Literacy and Numeracy Strategies has been effective. Teachers and support staff teach basic skills well in all classes. This has resulted in the very high standards of writing at the end of Year 6 overall. Impressive displays of pupils' work around the school confirm these high standards of work in literacy and exemplify the strong links made with information and communication technology.
8. The rate of achievement is not as good in classes of mixed-age year groups because the planned curriculum is insufficiently based on the development of skills at the appropriate level for pupils in each year group. As a consequence, the pupils in the classes with pupils older than themselves achieve at a higher rate than those grouped in the class below. This inconsistency shows clearly in science where the work achieved by Year 4 pupils working with younger pupils in Year 5 shows pupils are attaining standards at least a level higher than those Year 4 pupils grouped with Year 3 pupils.
9. There is a good emphasis on investigative work in science. Pupils make good progress across the school in this aspect of learning. Pupils at the end of the juniors are achieving good standards in their understanding of life and living processes, materials and physical processes. Some highly imaginative displays of the pupils' work based on electrical circuits confirmed the breadth of understanding that these pupils have developed in science. The recent introduction of guidance to pupils in how to plan and write about their investigations is effectively developing the pupils' recording techniques and in turn this is ensuring good links with the development of literacy and numeracy skills. Well organised practical sessions provide good opportunities for the pupils to co-operate with others and use their initiative to solve problems. This was effectively demonstrated in a very good lesson for a class of Years 2 and 3 pupils that focused on the investigation of tooth decay. In this lesson all pupils displayed a keen interest in the activities and shared the equipment and resources with each other carefully.
10. Standards of attainment in information and communication technology are above average because of the teachers' good subject expertise and overall competence of staff in using

the computer suite and associated computers based in the classrooms. All staff display confidence with the equipment and many use computers effectively to teach a range of new skills to whole class groups. As a result pupils learn new skills rapidly and are able to produce work of high quality in several subjects.

11. Due to good teaching, standards of achievement in music are particularly above that expected by the end of the juniors. Very good provision for individual tuition is enabling the school to achieve good levels of overall individual performance in the playing of instruments. The quality of singing in lessons is above average, but this is not reflected in the pupils' ability to sing in assemblies because of the limited opportunities for whole-school practice. Standards are also above that expected in physical education overall as a result of good teaching and the provision of good facilities. These positive features are ensuring that pupils achieve above average standards in swimming and games at the age of 11 years. Standards of work are satisfactory in all other areas of the curriculum.
12. Throughout the school pupils with special educational needs make good progress in relation to the targets on their individual education plans. This is because of the quality of the support they receive in class and the wide range of activities that are prepared for pupils of different ability. In a few instances, however, the actual targets in pupils' individual education plans do not appear to be very challenging and, therefore, in a small minority of cases progress is not as great as it could be. The level of challenge for higher attaining pupils is good in many lessons and this is especially so in English and mathematics.

Pupils' attitudes, values and personal development

13. Pupils have very enthusiastic attitudes to learning and the quality of behaviour and relationships in school are all very good. These are clear school strengths, which are helping pupils to learn effectively. This is an improvement compared to the previous inspection, which presented a more mixed picture.
14. Pupils display a keen enthusiasm for lessons and parents agree that their children enjoy school. Their good attendance figures, which are above national average, and their good habits of punctuality in the mornings reflect this enthusiasm. Attendance has improved since the previous inspection and is now relatively stable.
15. Pupils are very interested in their lessons and are happy to be involved in class activities. They are highly motivated by the school's reading scheme which involves them 'reaching for the stars' and their pleasure in being awarded certificates and small prizes in assembly is clearly written all over their faces!
16. Pupils willingly take part in discussions and there is no shortage of hands shooting up when the teacher asks questions. They displayed these very good attitudes clearly in a lesson with the oldest pupils, who were exploring different habitats within the school grounds and then classifying them into different groups. The very fact that these pupils could be trusted to act sensibly whilst working near the pond, without direct adult supervision, is a good indication of their mature approach. They listened carefully to the preparation work in the classroom and grasped the task with enthusiasm. They handled the specimens such as beetles and spiders very carefully, taking on board the teacher's initial advice about respecting living creatures.
17. Behaviour, both in and out of school, is very good and, as a result, pupils make very significant progress in lessons. They respond well to school rules and have a good understanding of right and wrong. They show respect in and pride for the school. For example, they are eager to take part in planting the Jubilee chequerboard garden. So many want to be involved that they are taking turns on a rota basis. Instances of

oppressive behaviour are very rare. Pupils explained that there is some bullying, most of it name calling, which teachers help them to cope with and overcome. The school did not exclude any pupils last year and this is the normal pattern. Most unusually, it excluded two pupils temporarily last term.

18. Personal development and relationships are very good overall. Pupils contribute enthusiastically to life of the school and community. They performed at the town Jubilee celebrations and the oldest pupils help at the summer fete. Pupils seek after and enjoy responsibilities such as looking after the many class pets and animals (terrapins, rabbits, gerbils) or giving out books in class. Relationships between pupils, with staff and other adults are very good and the school is a friendly place to learn in.
19. There are good relationships between staff and pupils with special educational needs. Because of this and the range of interesting lessons, most of these pupils, like the rest of the classmates, behave well and are interested in their work. They are included effectively in all aspects of the curriculum and respond well to the support and encouragement of staff.
20. Pupils invariably display enthusiasm to help others; this is particularly strong in the kindness shown by the oldest pupils towards the youngest. They sit and chat with them at lunchtime and help them on with coats and outdoor shoes at morning break. Paired reading and computer work between the oldest and the youngest are enjoyed by all involved in these activities.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching across the school is good overall. Teaching is at least satisfactory or better in nearly all lessons during the inspection. In seven out of every ten lessons it is good or better with a tenth of teaching being very good or excellent in standard. This good teaching takes place in all classes and the proportion of unsatisfactory teaching in the school is very small. This is a considerable improvement on the findings of the previous inspection, when over one in ten lessons were judged to be unsatisfactory in the junior classes. Parents at the meeting commented very positively on the level of good teaching in the school and that teachers work hard to ensure that their children are sufficiently challenged in lessons.
22. The quality of teaching for the children in the reception class is good and this has a considerable impact on children's learning in their first year at school. Teaching is based upon good planning that identifies clear targets in all areas of learning. Classroom organisation is very good and the children have good access to resources, both inside and outside the classroom. Relationships between staff and the children are very good, which fosters the purposeful working atmosphere and very good behaviour. All children display increasing levels of concentration in their work and while listening to their teacher and classroom assistant. Staff use good assessment procedures to track children's progress and use this information successfully to plan for the next step in children's learning. Support staff are deployed very effectively in lessons and make a positive contribution to children's learning. This is particularly so during sessions to develop the children's early literacy skills and mathematical development.
23. Teachers' subject knowledge across the rest of the school is good. Their technical competence in the teaching of basic skills is very good and, consequently, they teach the National Literacy and Numeracy Strategies effectively. This showed clearly in an excellent numeracy lesson for Year 2 pupils on symmetry. In this lesson the teacher's use of subject specific vocabulary ensured all pupils grasped the concept of symmetry related to regular and irregular shapes. Teachers also display individual expertise in literacy, science, information and communication technology and music. This is having a

positive impact on standards as demonstrated in the improvements made to the standards of attainment achieved in music in the juniors.

24. Teachers plan well across the school and identify learning aims and objectives. They share these effectively with the pupils at the beginning of lessons and this is now common practice throughout the school. This strategy enables pupils to be fully aware of the learning for each lesson, but not all teachers refer to these original learning intentions during sessions at the end of lessons to review learning. As a result, teachers do not yet use this good practice fully to inform their assessments of individual pupils or set targets for future work. However, teachers know what pupils can do and this ensures that they match work carefully to the ability of pupils. Planning is made easier by teaching of literacy and numeracy lessons in single age groups. This has been a recent strategy and proving to be successful in raising standards. When planning is less secure, as seen in a literacy lesson for the Year 3 literacy group, the activities are not effectively planned to meet fully the needs of the pupils and the requirements of the subjects being taught.
25. All teachers have high expectations of what pupils can achieve and the level of challenge is appropriate in most lessons. In the very best lessons it is very high and pupils are clearly motivated to learn new skills, as seen in a games lesson for pupils in Years 4 to 6 to develop their football skills. The high quality input from the teacher resulted in the pupils' skills of individual control of a football being fully challenged. Consequently, the levels of achievement for pupils of all abilities in this group were high.
26. Teaching methods are effective across the school. A strong feature is the use of practical activity to ensure lessons are made interesting to enable effective learning to take place. For instance, in a science lesson for a class of Years 3 and 4 pupils, the teacher effectively demonstrated the taking of a human pulse and encouraged the pupils to move vigorously for a set period of time before monitoring their heart beats as part of a topic on the human body. Pupils are grouped according to ability in many lessons and this enables nearly all pupils to make good progress. The grouping of pupils in single age teaching groups whenever possible is also ensuring that what is taught is pitched to the right levels for the pupils. Teachers use information and communication technology well to support learning throughout the school with some good examples of the pupils' work on display. Teachers manage pupils well in lessons and their expectations of behaviour are high. Staff have established a very positive rapport with the pupils and this results in a very good atmosphere for learning across the school. All pupils respond positively to this and, as a result, behaviour in lessons is mostly good or better.
27. Teachers use time effectively in most lessons. They use resources such as whiteboards and practical equipment effectively to demonstrate teaching points and to assist pupils in their understanding of new concepts. An effective example of this good use of resources took place in a science lessons for a class of Years 5 and 6 pupils. The teacher provided very good guidance on the use of pond dipping nets and the use of viewers to ensure that these pupils treated any live creatures captured with the appropriate respect and care in their investigations in the wildlife areas. As a result these pupils behaved very responsibly during the lesson using the equipment with care to capture small pond and hedgerow creatures.
28. The school has made some good improvements to its procedures for assessing pupils' progress in English and mathematics. The use of these procedures is generally consistent across the school and teachers are effectively using the information collected to plan for the next stages of pupils' learning in these subjects. These procedures are, however, still underdeveloped in several other subjects of the National Curriculum and an area for improvement. Overall, the quality of marking is satisfactory and, as a result, pupils are appropriately informed about their own learning. The setting of individual targets for the pupils is currently not a strong feature.

29. The teaching of pupils with special educational needs is good. In most cases teachers and classroom assistants are very aware of the specific difficulty, behavioural or learning, and employ a range of appropriate activities and strategies to ensure that these pupils learn well. Teachers endeavour to ensure that pupils with special educational needs are included in all classroom experiences. Individual education plans are well organised, relevant and kept up to date. However, in some classes, especially among the less experienced teachers, some of the targets lack the precision that would make these plans particularly useful and would make it easier to measure pupils' progress.
30. Teachers provide appropriate opportunities for homework and they often use it well to support learning in class. Inspectors reviewed the use of homework across the school and judge that homework tasks are generally appropriate for the ages of pupils.

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

31. The school offers a good range of learning experiences for pupils and meets the statutory requirements of the National Curriculum. It bases its planning for religious education firmly on the locally agreed syllabus. A good selection of pupils' work on display around the school reflects the breadth of opportunities extended to pupils. Children in the Foundation Stage enjoy a range of stimulating and exciting experiences, which provide them with a good start to their schooling. Thorough curriculum development since the previous inspection means that higher standards are now achieved, particularly in English and mathematics. Music remains a strength of the school, as does the school's very good provision for extra-curricular activities. The curriculum is further enriched through weekly swimming lessons for all pupils, good opportunities for investigative work in science and mathematics and opportunities to take part in orienteering activities.
32. The school has successfully implemented the National Literacy and Numeracy Strategies and the reorganisation of teaching into single age groups for these subjects has been particularly effective. This arrangement has simplified the often complex planning process of mixed-age classes enabling teachers to focus their planning as prescribed by these strategies. The school also makes good links between subjects. For example, teachers use opportunities to debate environmental issues in geography. They use artwork used as a stimulus for writing. Pupils write for different purposes in history and religious education and use information and communication technology to draft work.
33. A weakness in the planning, however, is in most other subjects where there are mixed-age classes. In some subjects pupils who are the oldest in a mixed year class often experience, and indeed achieve, standards at a lower level than pupils who are in the same school year but in a class where they are the younger year group. The school has made every effort in its planning process to try to avoid this issue by constant discussions during the planning process. However, planning for many subjects as it stands at present, in particular science, history, geography, design and technology, physical education and information and communications technology, does not sufficiently ensure that pupils gradually build upon their skills as they progress through the school. As a consequence, pupils who are in the same year but in different classes have different experiences and progress at different rates. This is most apparent where the pupils cross over a key stage, that is reception and Year 1 and Year 2 and Year 3, where the expectations in the curriculum have a slightly different emphasis. Examples of inequality in pupils' entitlement to the curriculum include:
- pupils in Year 1 in a Years 1 and 2 class experience information and communication technology at a higher level than pupils in a reception and Year 1 class;

- pupils in Year 3 in a Years 3 and 4 class experience a greater range of historical topics than their peers in a Years 2 and 3 class;
 - pupils in Year 3 experience two different assemblies depending on which class they are in, where the input is at two different levels, one aimed at younger pupils and the other aimed at older pupils;
 - pupils in the reception and Year 1 class have an afternoon playtime each day whilst the pupils in the Years 1 and 2 class have this experience intermittently;
 - some pupils in Year 4 miss out on a very good physical education session aimed at the oldest pupils in the school.
34. There are also instances during the school day where pupils are withdrawn from lessons for specialist teaching or extra support. The provision the school makes for additional music lessons is very good and a wide range of instrumental tuition is on offer at considerably subsidised rates. The school makes every effort through a system of rotation to ensure that no pupil misses the same part of a lesson for the whole year. However, it offers extra language support to some lower attaining pupils, which tends to take place during the first part of the morning. Pupils often miss all or part of the teaching for foundation subjects at this time, which is not always made up at other times during the week.
35. Provision for pupils with special educational needs is good. All pupils with special educational needs are included in all school activities. In most cases classroom assistants are well deployed to ensure that the learning needs of these pupils are well met and that they are fully involved. Of particular note is how teachers consider the learning styles of these pupils and endeavour to match the curriculum to this style, for example providing greater visual, practical or oral work.
36. The previous inspection reported that the learning for higher attaining pupils was not sufficiently developed, but this is no longer the case. Challenging activities stimulate the interest of all pupils, but in particular those who well exceed expectations. The school recognises its gifted and talented pupils and provides extension workshops such as more able mathematics weeks in collaboration with other schools. Links with other schools and the community are good. A range of visitors to the school enhances the experiences on offer and pupils visit a number of places of interest to extend their learning of different subjects. For example, they visit museums in Lincoln, the beehive factory and the local town to carry out a traffic survey. The choir has successfully represented the school in many events this year and won success in a recent competition. Pupils in Year 6 enjoy successful induction days at their senior schools to ease the transition period.
37. The provision for developing pupils' personal, social and health education is sound. The policy includes subjects such as healthy eating, drugs education and keeping safe, although there is no co-ordinator at present. Detailed guidance on citizenship ensures that teachers are planning a structured programme of topics to form the basis of class discussions in this area of personal development.
38. The school's provision for spiritual, moral, social, and cultural development is good overall. The positive picture in social and moral education, seen during the previous inspection, is still in existence. Spiritual development remains satisfactory. Cultural development, largely because of the limited multi-cultural experiences, is not as good but it is satisfactory.
39. The opportunities for encouraging spiritual awareness are satisfactory. Through religious education lessons, pupils display an awareness of and an ability to discuss the faiths of others. The planning and organisation of assemblies are satisfactory and collective worship complies with statutory requirements. There are few opportunities for pupils to take part in producing their own assemblies, or to welcome parents in. Meaning, purpose

and values are central themes in acts of worship and the school invites a good number of regular visits from Christian faiths, which adds interest and variety. Prayers in assembly have a very strong Christian focus and make an effective contribution to pupils' spiritual development. The spiritually uplifting effect of shared music and song was clearly present when pupils performed an African celebration song on dustbin drums and everyone joined in.

40. The provision for pupils' moral and social development is good overall. The practice of pupils sitting in friendship or family groups during whole-school assemblies continues to create a strong family feel in the school, as it did during the previous inspection. Planning for pupils' moral development is strong and pupils are encouraged to discuss moral principles. The headteacher takes opportunities to visit classes and holds discussions on topics such as right and wrong, the importance of tolerance and living and working together. Pupils get good opportunities to take responsibility, for example by looking after class pets. Very good relationships within the school make a significant contribution to the school's positive atmosphere. The practice of older pupils looking after younger ones is a very well established tradition and one poised for further extension with the recent arrival of a playgroup on site. The annual residential visit plays a very significant part in pupils' social development and is a highlight of the Year 6 calendar. It is seen as a rite of passage for the oldest pupils, who are provided with an exciting number of 'character building' activities designed to help them mature and develop both personally and socially. The swimming pool is used to good purpose and the school is proud of the high numbers of pupils able to gain life-saving qualifications. This is a bonus in terms of developing pupils' skills of citizenship. There is good encouragement for the development of community spirit and pupils recently sang at the town's Jubilee Celebrations. Unfortunately, there is no school council to encourage pupils to contribute to the decision-making processes in school.
41. The provision for pupils' cultural development is satisfactory overall. The school feels passionately about the importance of developing pupils' cultural experiences and works hard to provide them with opportunities to appreciate art, literature and especially music. Pupils have a range of good opportunities to appreciate the importance of their own regional and cultural traditions. This is through a good range of visits locally, such as to museums, to the Battle of Britain flight nearby and by taking part in area music festivals. Unfortunately, visits from artists, poets and theatre groups are not regular features of school life. The school points to the high cost of such visits as being one of the main reasons preventing this kind of enrichment.
42. The school misses opportunities for pupils to develop their knowledge of the diverse culture of much of British society. Consequently, the development of the pupils' understanding that people with different backgrounds and beliefs live in the wider community is not well developed. It is taught best through religious education but not so well through subjects such as art and music. Assemblies cover some major celebrations, but these are not systematically planned and coverage is down to the choices of the individual teacher. As a result of these shortcomings, the provision for multi-cultural education is only satisfactory and a minor issue for improvement.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. This is a school with a strong family feel to it, where teaching and learning are flourishing and where there is a clear emphasis on improving pupils' academic standards. The positive picture seen at the time of the previous inspection is still very much the case. Both parents and pupils recognise and appreciate the supportive environment.
44. Procedures for child protection, safety, and welfare are firmly in place. Teachers are fully aware of and are sensitive to the personal and home circumstances of each pupil. The named person for child protection is experienced, although has not updated her skills for some time. This is a minor area to improve. Staff awareness of child protection procedures is satisfactory. New staff have an appropriate level of understanding, although an explanation of the schools' procedures do not form part of the induction booklet.
45. Procedures to ensure pupils' safety are good. The health and safety policy is well established and the school has revised it recently to reflect current circumstances. It is carefully tailored to meet the needs of the school. The site manager is designated as being responsible for health and safety and she carries out this role very conscientiously. A considerable emphasis is placed on identifying areas of concern through regular checks. This was seen in action during the inspection, when the site manager was interviewed just after having completed her monthly check of premises and equipment.
46. There are satisfactory procedures for monitoring and promoting regular attendance. The procedures for following up unauthorised absences are well established and the administrator takes a careful overview of the registers and pursues any areas of concern. The unauthorised absence is virtually nil, as parents are good at letting the school know why their child is away and the school is careful to follow up any cases where an explanation is not forthcoming.
47. The way the school encourages positive behaviour and monitors any unsatisfactory behaviour is good. In terms of actual documentation, the 'discipline' policy focusing on sanctions does not give true reflection of the school's approach. This is to encourage good behaviour by adopting a positive manner and by using rewards and praise. Staff are successful in this. They apply strategies for encouraging good behaviour consistently and behaviour in the school is very good as a result. Staff successfully promote good behaviour and self-discipline by creating a happy atmosphere.
48. The procedures for monitoring and eliminating oppressive behaviour are good. The school manages instances of unsatisfactory behaviour well. The use of daily record cards for those few pupils, who find good behaviour a challenge, helps staff to keep a close eye on them on a lesson-by-lesson basis. It also helps pupils by rewarding them individually when they show improvement. The headteacher takes a firm stance on the rare incidences of oppressive behaviour. The school handles bullying well. Pupils explained to inspectors that most of the bullying is usually of the verbal kind and that staff treat any concerns sensitively and seriously.
49. Monitoring of pupils' personal development is good. Staff know their pupils well and take an interest in them. There are appropriate comments on annual reports showing how pupils have developed and matured over the year. Friday's assembly gives pupils a chance to share their achievements, both in school and at home. One boy took the opportunity to explain how he had recently met a famous actor. Another showed the birthday present his sister had given him.
50. The school has sound procedures overall for finding out what pupils can do. Day-to-day assessments in most subjects inform teachers of what to plan next in order for pupils to

make progress. Teachers use the beginning and end of lessons well to question pupils to find out how much they have learnt. This information is recorded informally and sometimes teaching assistants are used effectively to carry out this task. In English, mathematics and science teachers appropriately record how well pupils have achieved in relation to the main learning objective of the lesson. These assessments have been effective in raising standards in these subjects. Assessment is good in music and history where the skills that pupils have learned are recorded and used successfully to build upon previous learning. There is little information recorded about pupils' progress in information and communication technology and religious education.

51. Whilst there is opportunity for assessment in most subjects, the extent to which the school uses this to inform future learning varies. In the better examples, teachers assess what pupils have learnt in relation to the learning objective of the lesson. This information, in turn, tells teachers what they need to plan next in order for pupils to make progress. For example, in English and mathematics, teachers plan for the first two days of the week. They then use information gathered from lessons to plan the remainder of the week in light of this. However, in many subjects, teachers are only recording what they have covered and not what pupils can and cannot do. This is not effective in enabling pupils to make progress and accounts for one of the reasons why attainment is not as high in some subjects as it is in English and mathematics, where assessment procedures are sound. In addition to this, pupils in mixed-age classes are sometimes offered different experiences. In the absence of a rigorous system of recording the skills that pupils have learned it is difficult to gauge whether pupils are making the progress they should be.
52. Like most schools nationally, the school uses compulsory and voluntary National Curriculum tests to obtain information about pupils' academic achievements in English, mathematics and science at the end of each year. There is insufficient emphasis placed on assessing pupils' work according to the National Curriculum level descriptors throughout the school year. Information gathered from assessments is not yet used effectively enough to set targets for individual pupils to inform them of what they need to do to further improve. The school does not currently have any portfolios that contain examples of pupils' work that have been analysed and levelled by teachers through mutual agreement. This means there is a lack of consistency in assessing pupils' work, particularly when pupils in the same year group are in different classes. The English co-ordinator has recently produced guidelines for teachers when assessing pupils' writing, but these are not yet fully implemented across the school. However, where they have been used in Year 6 and shared with pupils, these pupils have a very good idea of what they have achieved and what they need to do to improve.
53. Teachers make effective use of school-generated assessment data, as well as their own professionalism, to identify pupils that may have specific needs. Good use of expert support and advice offered by the visiting learning support teacher provides greater insight and the opportunity for more specific testing. There are also good links with other outside agencies, such as the Education and Behavioural Support Service that provides invaluable guidance. Individual education plans are useful, but they do not always provide a balanced picture of what pupils can or cannot do. There are regular reviews and close monitoring of the individual education plans so that in most cases they meet the needs of the pupil. Pupils are encouraged to take part in the review of their progress, thus encouraging their personal development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Parents have a good opinion of the school and the numbers choosing to send their child to this school is growing. There is still the positive 'open door' approach for parents that inspectors commented on favourably during the previous inspection. Approximately one third of parents replied to the questionnaire and a small number attended the meeting with inspectors. Parents are pleased with the school and all it offers. They are particularly pleased about the high expectations from teachers and the good teaching leading to good progress. They also agree that the leadership of the school is good, as is pupil's behaviour. Inspectors agree with all of the parents' positive comments.
55. Links with parents and carers of pupils with special educational needs are good. The school reviews all individual education plans regularly. In all cases, it invites parents and, most times, parents attend. Due to the 'open door' policy and the welcoming nature of the staff, parents are at ease to discuss their child's progress regularly either in person or by phone. There is a firm partnership between home and school aimed securely at supporting learning.
56. Some parents are concerned about the amount of homework their children receive. Unusually, there were more parents saying there was too much than is often seen. The school has recently improved the quality of numeracy and literacy homework so that it is tailored to meet the needs of the individual pupil. There is a useful sheet sent home each Thursday which details what is to be completed in different subject areas. The headteacher urges parents to contact the school if they feel there is too much homework, in order that he can investigate further. Inspectors judge that the arrangements for and quality of homework are satisfactory and similar to that seen in many primary schools.
57. Some parents at the OFSTED meeting, whilst being very supportive of the school, said they would like a parents' evening in the spring term. The school offer parents a satisfactory number of opportunities to talk to teachers and see how their child is progressing. In addition to the autumn term parents' evening, there is an open afternoon in the spring term, where parents can look at the work being completed, and nearly all families attend it. There is also a summer opportunity to talk to teachers about progress after the annual report. The school works hard at being open. Teachers are more than willing to see parents after school, if parents want a spring term update on progress.
58. The quality of information sent to parents is satisfactory. Letters from the headteacher keep parents abreast of day-to-day school news and the prospectus is clearly presented and informative. Although the governors' annual report contains some interesting articles, there are some omissions. These include the progress on the OFSTED action plan from the previous inspection and the school's targets and success in meeting them. There is currently no means of letting parents know what is being taught, or information about ways in which parents can help their child at home. This was sent at one time through class newsletters, but has fallen by the wayside. Reintroducing curriculum information for parents and ways parents can help their child is a minor issue for the school to improve.
59. Pupils' annual reports are of satisfactory quality. They contain an appropriate balance of information about progress in each subject, plus information from the class teacher on pupils' attitude towards work and how they have developed personally and socially over the year. The school has improved the quality of reports since the previous inspection and they now contain targets for improvement. However, some are more useful than others. For example, 'try and remember to use capital letters and full stops' is clearer than 'gain confidence in the use of correct punctuation'.

60. The school has no formal mechanism for consulting with parents. Being a small community, governors are soon made aware if there are things parents are not happy about. However, ways of systematically canvassing both parents' and pupils' views, in order to help school improvement, are limited. The school does not provide parents with the chance to join any of their assemblies. This is a shame, as the school has already created such a family feel to these occasions.
61. The overall contribution of parents to children's learning at school and home is good and parents regularly support their children's learning. The hardworking Parents and Friends of Wragby School (PFWS) make a positive contribution to school life. They raise a good amount of money, making it possible to purchase things the school would otherwise be unable to afford. The PFWS are currently saving to buy a public address system, which will be especially useful on sports day. A good number of parents provide regular help in classes, especially where help is needed for more practical activities, such as cookery. This also benefits both staff and pupils.
62. There is good parental involvement in the home reading scheme. This is where pupils are encouraged to 'reach for the stars' to gain awards and prizes (sometimes chocolate!) based on their reaching different places in the solar system such as the Galaxy, Mars and the Milky Way. It owes much of this success to parents, who encourage their children to read regularly and sign to confirm this has happened.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The quality of leadership and management by the headteacher is very good. School improvement and raising standards further are management priorities and the development of a high performing team of teachers is a key leadership aim. The school places a high priority on providing staff with the opportunity to be inspirational in their teaching. The headteacher's delegation of management responsibilities to staff is appropriate; there are plans to develop the roles of senior staff further. The explicit aims of the school centre on the development of the whole child and they are strongly reflected in its work. These aims are very firmly supported by staff, parents and governors, and are central to the school improvement plan. However, although the school advocates equality of opportunity, there are several issues that work against this aim; notably the difficulties caused by combining mixed-age and infant and junior pupils in classes.
64. The governing body is effective in the way it discharges its duties and governors play a very significant role in shaping the strategic direction of the school. Their response to the findings of the previous inspection has been good. Governors clearly know the strengths and weaknesses of the school and they are closely involved in setting targets for school development and improvement. The governing body places significant emphasis on monitoring. Its frequent contact with the school and discussions of performance data are key features of the governors' strategy in monitoring the school's effectiveness and development. The governing body ensures that it effectively fulfils its legal responsibilities. The relationship between the headteacher and the governors is good. Governors regularly appraise and set performance targets for the headteacher.
65. The school manages special educational needs satisfactorily. The special educational needs co-ordinator is well organised and provides valued support to colleagues. The school makes good use of expert external advice and is making the appropriate changes to meet the requirements of the new Code of Practice. It makes the meeting of the needs of pupils with special educational need a high priority. There are two governors with responsibility for special educational needs and both have undertaken training to support their role.

66. The development of teaching is monitored and evaluated regularly. Good teachers are well deployed to influence and improve overall teaching practice in the school. Weaker aspects of teaching have been successfully addressed through a good range of professional development opportunities. The school's strategy for appraisal and performance management is good, and performance targets are clearly understood by the teaching staff. Teachers and support staff work very well together as a team.
67. The school's priorities for development are appropriate for the needs of the staff and pupils. The school improvement plan is detailed and informative, providing a clear plan for the future development of the school that is clearly understood and shared by governors and staff. However, some of the success criteria, especially those related to pupil performance, are not specific enough, as they do not use the wealth of assessment data that the school has. The actions taken to meet the school's improvement targets have had a very considerable effect, as demonstrated by improvements since the last inspection, especially in standards. The headteacher, staff and governors have a very keen commitment to improvement and the capacity to succeed is good.
68. The procedures for the induction of new staff are effective. Staff development has improved since the previous inspection and, as a result, training is clearly matched to the needs of the school. It is because of this that the quality of teaching has improved and the National Literacy and Numeracy Strategies have been so effectively implemented.
69. The school responded well to the most recent auditor's report and has addressed all of the issues. Specific grants are used for their designated purpose and financial management is very good. Administrative support is highly efficient and well organised. This allows the smooth day-to-day running of the school, thus freeing the headteacher and staff to concentrate on teaching and providing a good quality education. The school measures the outcomes of spending decisions against the objectives well and governors are kept fully informed. The school has planned for a carry forward of 6.5 per cent to continue to fund current staffing levels until the pupil numbers increase as a result of local house building in the area. The school satisfactorily applies the principles of best value to further the opportunities open to pupils. It compares its costs and results with those of other schools and makes good use of benchmarking to make further efficiencies and to target areas for development. Competitive tendering is well established and the staff are required to justify their use of resources. However, the school does not consult in a systematic or formal way the views of parents, or those of pupils.
70. The overall range of teachers' skills, expertise and staffing levels are well matched to the requirements of the school and there is a good number of support staff providing skilled help in classes. A specialist is effectively deployed by using her skills to teach pupils music. Administrative and other staff are carefully deployed and good use is made of their talents, especially in the roles of administrator and site manager.
71. The accommodation is well matched to meet the current demands and is suitable for the age of the pupils in school. Although not ideal, the hall is used well as an additional classroom for literacy and numeracy lessons. The position of the library is unsuitable and is soon to be relocated to a purpose built area. Pupils' work is effectively displayed around the school. Displays are carefully prepared and include work from a wide variety of subjects. For example, pupils have completed advertisements of properties for sale in 'estate agent style', which are presented as if in an estate agent's window. The quality of outdoor accommodation is good. It includes nature areas, adventure play equipment and spacious fields. Pupils are currently planting a chequer-board garden to mark the Golden Jubilee. The school's own swimming pool is a particular advantage for pupils and is the reason for their high standards in swimming and lifesaving. It has been built since the previous inspection using money raised by the community. The accommodation is well cared for by a conscientious site manager and team.

72. Overall, learning resources are satisfactory and sufficient to meet the needs of the curriculum. They are good in English, where there is a well-stocked library, and for science and information and communication technology. There are not enough multi-cultural resources, especially books and musical instruments. The school makes good use of places of interest within the locality, for example visits to Lincoln, to add interest and relevance to the curriculum, especially in history and geography.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. To develop further the effectiveness of the school and continue to raise standards, the governors, headteacher and staff should:
- ensure that pupils in the same year group, but in different classes, have equal access to all planned experiences by:
 - monitoring the planning for these learning experiences more rigorously;
 - further developing a planning structure to ensure the clear progression of skills for all subjects other than English and mathematics;
(paragraphs 8, 33-34, 115 and 147)
 - make better use of assessment information to ensure that all pupils are working at the appropriate level.

(paragraphs 50-52)

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

- increase the number of opportunities for pupils to gain a greater understanding of our multi-cultural society;
- improve the quality of curriculum information for parents;
- ensure that training for child protection is up to date.

(paragraphs 42, 44 and 58)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	3	26	10	2	0	0
Percentage	2	7	62	24	5	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 more than two 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)	157
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	22

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.6

Unauthorised absence

	%
School data	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	16	15	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	15	16	13
	Girls	13	15	13
	Total	28	31	26
Percentage of pupils at NC Level 2 or above	School	90 (95)	100 (95)	84 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	15	16	13
	Girls	13	15	13
	Total	28	31	26
Percentage of pupils at NC Level 2 or above	School	90 (95)	100 (95)	84 (95)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	7	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Total	12	13	14
Percentage of pupils at NC Level 4 or above	School	71 (79)	76 (89)	82 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Total	13	14	14
Percentage of pupils at NC Level 4 or above	School	76 (79)	82 (89)	88 (100)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year. As the school has fewer than 11 boys and girls in the year group, the table omits totals for boys and girls.

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	1
White	139
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.1
Number of pupils per qualified teacher	25.7
Average class size	26.2

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	145

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
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.

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	0	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.

Financial information

Financial year	2001-2
	£
Total income	297,980
Total expenditure	295,940
Expenditure per pupil	1,885
Balance brought forward from previous year	17,200
Balance carried forward to next year	19,240

Results of the survey of parents and carers

Questionnaire return rate 27.5%

Number of questionnaires sent out	160
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	2	0	1
My child is making good progress in school.	48	45	5	2	0
Behaviour in the school is good.	27	64	5	0	4
My child gets the right amount of work to do at home.	23	55	18	4	0
The teaching is good.	66	34	0	0	0
I am kept well informed about how my child is getting on.	45	39	11	0	5
I would feel comfortable about approaching the school with questions or a problem.	70	30	0	0	0
The school expects my child to work hard and achieve his or her best.	61	39	0	0	0
The school works closely with parents.	45	41	9	0	5
The school is well led and managed.	59	39	0	0	2
The school is helping my child become mature and responsible.	64	30	5	0	1
The school provides an interesting range of activities outside lessons.	32	55	9	2	2

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

74. Children join the reception class at the start of the school year of their fifth birthday. They form the majority in a class with Year 1 pupils. The reception children, including those with special educational needs, make a good start in all aspects of school life. Baseline assessment during the first term on admission to school shows that most children have knowledge, skills and understanding in all areas of learning that are in line with that normally expected for children of a similar age.
75. Inspection evidence demonstrates that these children make good progress in all areas of learning. As a result, most children are on line to achieve the Early Learning Goals in all areas of learning in readiness to start the National Curriculum in Year 1.
76. The quality of teaching and learning is good. Good teaching by the class teacher and classroom assistant ensures that there is a good balance between direct teaching and child initiated activity. Activities are effectively organised according to the children's abilities and needs and the classroom is managed well, with time being allocated at the start of the day to provide opportunities for learning through play. Staff use questions well to challenge children in their thinking and assess their understanding of new concepts. The planning is firmly based on children's interests and in line with the government's recommendations for children of this age. This is backed up by a satisfactory policy for the education of children in the Foundation Stage and effective procedures for assessing the children's progress against the 'Stepping Stones' for each area of learning.
77. The teacher and classroom assistant plan together to ensure focused activity promotes specific learning in language and mathematical development. This good teamwork is ensuring basic skills are taught well and all children of all abilities within the class make good progress. There is a strong focus on speaking and listening, phonic development and writing and, as a result, these children are making good progress in their early literacy skills. The support assistant makes a valuable contribution to the teaching of these children in the morning sessions, working carefully with focus groups or moving around the activities providing support as required.
78. The staff have put much care and thought into providing a stimulating classroom environment. Resources are good and used effectively to motivate the children. Induction arrangements are effective, including good liaison with the local playgroup, meetings with parents and home visits to parents who request them.

Personal, social and emotional development

79. The teacher and classroom assistant ensure that the emotional needs of the children are being met effectively. Relationships between the staff and the children are very positive and all the children respond very well to this. The children, especially those with special educational needs, feel secure and this has a positive effect on their progress.
80. As a result of this good provision, the children's attitudes to learning are very good. They are very attentive to staff, raise their hands to answer the teacher's questions and listen to what others have to say. For instance, in a speaking and listening session at the beginning of the week, all listened with great interest to what a fellow classmate had to say about their recent visit to the coast with their parents to watch wild seals. Children work very well together in pairs and small groups. They all share equipment, for example when making jigsaws. A good feature of classroom organisation is the encouragement of children by staff to put equipment away at the end of structured play sessions and all the children respond very positively to this as they work together to tidy the room.

Communication, language and literacy

81. The quality of teaching is good in this area of learning and, as a result, all children are making good progress in all aspects of communication, language and literacy. Lessons are well planned and predominantly taught by the classroom assistant to allow the class teacher to teach all the Year 3 pupils in the literacy lessons. There is a good balance between direct teaching and group activity. These lessons include a wide range of activities for children to use and apply their developing speaking and listening, reading and writing skills. Handwriting is being taught well and most children can write their own name and several recognisable letters and words. Good opportunities for speaking and listening ensure that all children make good progress in communication skills.
82. There are also good opportunities for extending speaking and listening skills through role-play activities. Children enjoy looking at books and can talk enthusiastically about the stories, turning the pages carefully and attempting to read some of the words. Most children recognise their name and the more mature know several sounds and some simple words. All the children hold pencils correctly and most can independently write their first name and letters are formed in a consistent style. It is evident that children enjoy writing and their efforts are valued in displays showing their first attempts.

Mathematical development

83. Effective planning is ensuring that the children are developing a good understanding of basic mathematical concepts. The quality of teaching is good overall and the classroom assistant plans a variety of tasks for children to experience, picking up on spontaneous opportunities to develop children's numeracy skills. This was clearly demonstrated during snack time by allowing children to 'purchase' a biscuit with real 2p or 1p coins. As a result of these activities, children are making good progress in this area of learning. All children can count to 10 and some can count further on with confidence. Most children are on schedule to achieve the Early Learning Goals by the end of the reception year in readiness for work within the National Curriculum.

Knowledge and understanding of the world

84. No overall judgement can be made on the quality of teaching in this area of learning, but children are making good progress. This is particularly so in the skills of scientific enquiry. For instance, they make good observations of plants growing in the classroom as part of an ongoing investigation supervised by the class teacher. They can use the mouse effectively to activate simple animations on the screen in response to the prompts. They develop design and technology skills appropriately through activities such as the creation of a 'Jubilee Crown' with reference to their previously drawn design. They develop an appropriate range of skills in geography and history by studying the world around them, looking at old and new toys and undertaking supervised walks around the village.

Creative development

85. A broad range of well-planned activities is ensuring that these children are developing their creative skills effectively. All children can sing familiar songs satisfactorily and they sing enthusiastically with the teacher. Their singing and use of untuned percussion instruments is stimulating the children's musical awareness. This could not be seen during the inspection, but displays in the classrooms confirm that children are provided with a good range of music-making activities throughout the year. The children are making good progress in their art skills and their drawings and pictures are colourful and carefully painted. Activities using modelling clay provide opportunities for the creation of simple sculptures and the improvement of dexterity.

Physical development

86. Teaching is good in this area of learning. The children play outside at playtime and have good opportunities for physical activity during timetabled lessons in the hall. In a good

lesson alongside some Year 1 pupils, they were able to demonstrate good levels of co-ordination with a play bat and small ball. Children play in the enclosed outdoor play area with a range of large toys or climbing equipment. They demonstrate good levels of skill in cutting and sticking through a range of suitable activities.

ENGLISH

87. By the time they are 7 years pupils attain standards in English that are above those expected for their age. By the age of 11 standards in English are well above national expectations. This is an improvement since the previous inspection where standards across the school were considered to be in line with the national average. The reason for this improvement is due to a number of factors:
- the successful implementation of the National Literacy Strategy;
 - a more focused approach to the teaching of phonics;
 - greater attention to the teaching of handwriting and spelling;
 - an increased range of opportunities for writing, including editing;
 - a closer match of work to pupils' abilities;
 - consistently good teaching.
- As a result all pupils, including those with special educational needs, make good progress.
88. Pupils' skills at speaking and listening are good by the end of Year 2 and very good by the end of Year 6. They listen carefully while their teachers are talking and join in willingly to class discussions. They follow instructions well and develop an increasing ability to concentrate for longer periods of time the older they get. Pupils articulate their thoughts confidently in a range of situations: to teachers, other pupils and adults around the school.
89. Teachers are very good at introducing and encouraging technical and specialised vocabulary in lessons that pupils subsequently learn to use as a matter of course. For example, one pupil in Year 4 in interpreting the teacher's learning intention for the lesson, which was *'Using persuasive writing to entice the intended reader'*, explained how this meant, *'You are trying to persuade different people to want to read what you have written'*. There are missed opportunities during lessons, however, for all pupils to be more actively involved in speaking. For example, the teacher could ask the class to turn to a partner to discuss an idea rather than just ask a small number of individual pupils to contribute. Also, pupils could talk about and evaluate each other's work at the end of practical and creative lessons such as physical education, art, music and design and technology. Geography lessons contribute well to the development of pupils' speaking and listening skills. Pupils in a Years 3 and 4 class engage in a lively environmental debate and take on the role of different characters to discuss the advantages and disadvantages of a local bypass.
90. Pupils in Years 1 and 2 get good opportunities to share ideas in their weekly speaking and listening session. They develop their ability to ask and answer questions and to carry out conversations with each other using telephones as a good stimulus. The teacher provides a very good role model in asking good quality searching questions. One pupil in Year 1, explaining about a visit to a castle, confidently explained that, *'It wasn't as big as the cathedral'*. Nevertheless, there are too few planned opportunities throughout the school to provide pupils with a wider range of situations to participate as speakers and listeners, such as drama, debate and role-play.
91. Standards in reading are above average across the school. Younger pupils follow a graded reading scheme, which helps them to develop their reading vocabulary gradually. This is sometimes rather too restrictive for some older pupils who, having developed a good level of fluency and understanding, have to complete the scheme before becoming

totally independent in their choice of books. Parents contribute well to pupils' reading and books are taken home regularly. Reading diaries record the books that pupils have read, but an opportunity is missed here for parents and teachers to enter into a dialogue about pupils' individual reading habits and to record information about their progress.

92. Pupils quickly develop a love for reading and their knowledge of books and authors is good. Strategies for working out unfamiliar words are taught thoroughly in literacy lessons and a strong emphasis on the teaching of phonics in Years 1 and 2 contributes significantly to this. Pupils talk confidently about the books they have read and many make informed predictions about the outcome. Younger pupils recall the main parts of a story whilst older pupils make good comparisons with other books they have read. Their knowledge of different authors includes the works of Jacqueline Wilson, Roald Dahl, Ted Hughes, J K Rowling, C S Lewis, Shakespeare and T S Elliot. Pupils in Year 6 have comfortably developed particular preferences about the types of books they like to read. One pupil in Year 6 when describing the works of C S Lewis said, *'I like those books, they've got a really good backbone, a good story'*.
93. Pupils in Year 2 have a very good understanding of the differences between fiction and non-fiction and can locate information accurately in a book, using the contents and index pages. Non-fiction books continue to feature in many pupils' reading as they progress through the school. However, insufficient opportunity is currently available for pupils to use the library to carry out individual research. Books are brought into the classroom for this purpose. As a result, pupils' understanding of how a library is organised is under-developed. The school has recognised this and plans are under way to reorganise the library.
94. The school has successfully implemented a reward system, which has greatly motivated pupils and helped to develop their enjoyment and frequency of reading. *'Reach for the Stars'* rewards pupils for reading at home and their achievements are celebrated in assemblies where certificates are awarded. Chocolate also adds to the incentive. Pupils talk excitedly about the planets they have reached and how many more they have to achieve before they are awarded the ultimate prize of a *'Galaxy'* bar for completing the solar system.
95. The quality of writing is good at the end of Year 2. There is a good development of spelling and handwriting throughout the school. Pupils learn to join letters as soon as they begin to write. The result of this is a very neat cursive script by the time they are seven. The school has, appropriately, placed great emphasis on developing pupils' writing and their efforts have been rewarded. The structure of the daily literacy lesson enables pupils to experience a wider range of texts for sharing, which they read together with increasing fluency. They learn the skills of writing, which they apply successfully to their work. They learn to develop interesting and longer sentences through the use of connectives. One pupil in Year 2 wrote, *'The car's tyres screeched as the giant gerbil jumped on the car'*. There is good emphasis on story writing and the elements of creating a setting are taught well. Another pupil in Year 2 wrote, *'One morning in the jungle, Elmer was playing hide-and-seek but soon one of the elephants told him the hunters were coming so Elmer was worried and he didn't know what to do'*. Pupils begin to think constructively about their work to make it better. Some pupils to do this use dictionaries and thesaurus effectively. One pupil had to think of different ways of replacing the word *nice* in a passage of writing. The alternatives she used were *beautiful, wonderful, gorgeous, kind* and *good*.
96. The good progress in writing continues through the school and by the time pupils are in Year 6 the standard is high. There is now a strong emphasis on improving writing through editing. Discussions with teachers and sometimes constructive comments enable pupils to work on a piece of writing to make it more interesting. One pupil in Year

4 wrote, *'The creature pulled itself out of the water cautiously'*. After thinking about ways in which the sentence could sound more interesting wrote, *'The creature struggled to pull itself out of the clear water cautiously'*. There is a very good range of writing opportunities planned for throughout the school. Pupils write from different viewpoints, use newspaper articles to stimulate their ideas, form an argument, write letters and learn to write in a persuasive form. They use the style of information writing to capture the interests of readers well. In an effective display in Year 5 pupils attempted to 'sell' the Roman Villa at Chedworth to any interested buyer. *'An authentic Roman Villa called Chedworth set in the beautiful countryside of Gloucestershire set on 120 acres. The flooring in the house has wonderful mosaics and patterning up the wall.'* Poetry is a focus in many lessons. Pupils in both Year 4 and Year 6 learn to appreciate the style of different poems and make comparisons with others they have studied. One pupil in Year 4 wrote, *'My favourite poem is From a Railway Carriage because I've read it lots of times. And I like the rhythm'*.

97. Older pupils learn to use vocabulary very well to adapt the content of their writing to different styles. Their use of vocabulary is often outstanding as they create excitement and suspense. One pupil in Year 6 wrote, *'A meddling vulture soared devillingly over the scorched miles of sand, scouring the parched plains to capture even the smallest scrap of meat'*. Another pupil wrote, *'A puzzled look shadowed Billy's weather-beaten face. 'Ned, I'm going to find this rustler if it's the last thing I do'*.
98. Literacy skills support other areas of the curriculum very well. Good opportunities are provided for pupils to write up experiments in science, form arguments about environmental issues in geography and write historical accounts based on their research about times in the past. Information and communication technology contributes significantly through the use of Internet sites to extract relevant information and to draft pieces of work.
99. Pupils respond very well to their literacy lessons. They are keen to learn and are motivated by the range of exciting activities their teachers plan for them. They listen carefully, concentrate well and settle down to tasks as quickly as possible. During the inspection there were no occasions where pupils did not know what they had to do. On many occasions pupils use their initiative to find out information for themselves, for example to use a dictionary to check the meaning or spelling of a word, or to help each other, without being prompted by the teacher. There is very good opportunity for older pupils to work with the youngest pupils in the school through a reading buddy system. Pupils in Year 6 pair up once a week to read with pupils in reception and Year 1 and sometimes their activity involves the use of information and communication technology
100. The quality of teaching is good overall. It is sometimes very good. The most significant quality about the teaching throughout the school is the pace that lessons move at. Pupils do not have time to get bored or lose concentration in most lessons because the activities are interesting and stimulating. Work is usually matched to their different abilities, which means that pupils are suitably challenged or supported in their learning. The basic skills of English work are very well taught and set a good basis on which to build. Teaching assistants are used well to support lower attaining pupils through a good programme of extra support. Pupils with special educational needs are supported well within lessons and make good progress as a result. On occasion, where teaching is less effective, the planning between the teacher and the teaching assistant is not good enough. This sometimes results in expectations being unclear and hence pupils' progress in these groups is not as great.
101. Another good feature of teaching is the way teachers use questions to deepen pupils' thinking. Lessons often start well with teachers questioning pupils on the work they have carried out and pupils' responses are usefully recorded by the teaching assistants for

future reference. In the best examples teachers allow pupils enough time to think about their answers before asking for their responses. The quality of questions is often very good. For example, *'What effect do you think the poet meant to create by using that word?'* and *'How is writing like this going to persuade teachers to take their children to Rand Farm Park?'* The quality of marking is variable throughout the school. The best examples provide pupils with sufficient information about what they have done well and how they can improve. For example, *'You have the structure correct - but you need to work on the content of your arguments - be sure you are clear that the argument supports the opening statement'*. This is sometimes carried out in small groups through discussion and is used effectively when pupils edit and redraft their work with teachers' support. Where marking is less effective the teacher has only ticked the work or written *'well done'* or *'good'* on the piece of work. This provides very little information to pupils as to what exactly is *'well done'* or *'good'*.

102. Planning for English is satisfactory. The National Literacy Strategy supports planning well and teachers take informative weekly plans from this. However, there is an element of inconsistency in the planning stage throughout the school in that the amount of time allocated to particular aspects of the National Literacy Strategy is not clear. It also means that skills are not necessarily developed in a logical order and the half-termly writing week has no clear focus. The job of the co-ordinators in monitoring the planning is made more difficult because of this. The school is not yet using its assessment of pupils' writing effectively enough to target individual pupils. Whilst the standards within the school are good, pupils do not receive enough information about what would make their work even better. Also, teachers do not use the National Curriculum level descriptors often enough to gauge what level individual pupils are working at.
103. The co-ordination of the subject is shared between three co-ordinators: writing, reading and spelling and handwriting. Useful monitoring has been carried out throughout the school and they have clear ideas of how they wish to further develop the subject. There is no co-ordinator for speaking and listening and, as a result, planning for this area of the curriculum is insufficient.

MATHEMATICS

104. Standards in mathematics and numeracy at the ages of 7 and 11 were both judged to be in line at the time of the last inspection; standards have risen considerably since then and are now above average for 7 year olds and well above for 11 year olds. The effective implementation of the National Numeracy Strategy coupled with the rigorous monitoring and development of teaching account for this significant improvement. All pupils make consistently good progress in the single-aged classes in which the numeracy hour is taught.
105. By the end of Year 6, nearly all pupils are confident with all the rules of number, accurately dividing large numbers by 10 and 100 to at least two decimal points. The speed of mental calculations and range of strategies of most pupils is impressive, as is their ability to use them appropriately in a wide range of problems. All pupils are conversant with the properties of regular and irregular shapes and their understanding of rotational symmetry is good. All pupils have used a circular protractor to construct pie charts and plotted line graphs to demonstrate the correlation between metric and imperial measurements. There is a good understanding of mode, mean and median. Higher attaining pupils have used this knowledge to investigate possible fluctuations in school attendance caused by the football World Cup.
106. By the end of Year 2, most pupils are conversant with all four rules of number, although a few continue to struggle with multiples. They understand and use the rule of near doubles, are able to find a variety of fractions of whole numbers and have a good range

of mental strategies for both addition and subtraction problems. They are able to identify numerous number patterns and sequences and use their knowledge of number in a variety of real life situations that include time, money and capacity. In their lessons, pupils used lines of symmetry to classify regular and irregular shapes, while higher attainers drew general conclusions from this investigation. The use of and interpretation of bar graphs are common features of lessons, but also occur frequently in geography and science.

107. Overall, the quality of teaching is good. It is at times very good and even excellent, especially in Years 2 and 6. In all instances teachers have at least a good knowledge of the subject and how to teach it. They adhere well to the three parts of the numeracy hour. Lesson planning during the inspection week was exemplary. The speed and accuracy of pupils' mental calculations were continually encouraged through lively and challenging starts to each lesson. In the very best of lessons, this is linked in very well to the main part of the lesson. In these lessons, teachers make excellent use of pupils' prior learning, relating it superbly to the task, thus building and continually extending pupils' knowledge and understanding. Teachers have a good knowledge of their pupils and they use this well to anticipate possible difficulties and plan the next step they need to take in their learning. All teachers use questioning well, carefully targeting pupils of different ability. In a few classes, exceedingly well targeted and challenging questions encourage pupils to think and explain their work, especially at the end of the lesson.
108. All teachers use a wide range of activities that support the learning intention of the lesson. These challenge and demonstrate teachers' high expectations. In addition, the good use of resources and at times the excellent use of additional staff ensure that lessons are interesting and meet the needs of all pupils. It is due to this, along with teachers' good organisational skills, that time is often well used. In a few classes, the transition between activities is incredibly smooth. In a minority, however, the pace of questioning and the change over between activities slowed the pace of pupils' learning.
109. Relationships in lessons are very good and this develops a good climate for learning. In all but a few lessons, pupils were therefore industrious. In a small minority, a slight weakness in the management of the pupils and unclear expectations regarding behaviour resulted in the loss of concentration and productivity of a few pupils.
110. The mathematics co-ordinator has only been in post since Easter 2002 and has, therefore, been unable to have a direct influence on the subject. Before this, however, the subject was well led and managed. Regular monitoring of teaching, the analysis of assessment results and the monitoring of pupils' work had started. The new co-ordinator has a clear vision of how to develop the subject. She has appropriately targeted the use of assessment data as a priority. Good use is made of mathematical skills in other subjects, such as the measuring involved in making wheeled vehicles and catapults. Similarly, information and communication technology is used well, especially with younger pupils, to reinforce the basic skills of number.

SCIENCE

111. Standards at the end of Year 6 are above average and pupils are making good progress overall in relation to their prior attainment. Standards at the end of Year 2 are average overall. Pupils with special educational needs are making satisfactory progress.
112. By the time pupils are in Year 6, most have developed good skills of investigation. For instance, they effectively plan their own investigations and record their results using a pre-determined model for recording their work. This framework for writing has been introduced by the co-ordinator after extensive evaluation of previously written work by pupils in all year groups within the school. As a result of this strong emphasis on investigation most pupils are able to predict and hypothesise about the likely outcomes of their experiments. Scrutiny of these pupils' books confirms that they effectively record their results at length including simple charts and clearly labelled diagrams. Further analysis of these books and classroom displays indicates that pupils at the end of the juniors are developing a good understanding of other areas of study ranging from more complex electrical circuits to organisms such as microbes. Most pupils in Year 2 can name the basic parts of a flower and know how to construct a simple circuit to make a bulb light. They can investigate the various properties of common materials and record their results in simple tables. They clearly demonstrated these good skills of investigation in a very good lesson where they studied tooth decay. The pupils made careful observations of samples of human teeth, naming each type correctly and predicting the likely outcome of their immersion in water, milk and fizzy drink respectively.
113. The response of pupils to scientific enquiry is very good. Nearly all pupils work effectively together in pairs and small groups, sharing equipment with each other. This was clearly demonstrated by pupils in a Years 5 and 6 class during their investigations of the various habitats around the school. All of these pupils displayed a sense of care for all the small creatures gathered for observation. They worked responsibly during this lesson, especially around the pond area. All pupils enjoy investigative work and this is especially beneficial to pupils with special educational needs, who receive good quality support from classroom assistants and other pupils in the class. As a result of this, they feel fully included in lessons and make good progress in relation to their prior attainment.
114. The quality of teaching is good overall, with one very good lesson observed. The quality of teachers' planning in all lessons is good and this ensures that learning objectives are clearly shared and understood by pupils. Subject expertise is secure across the school and this enables teachers to ask questions that challenge and probe pupils' understanding. Teachers encourage pupils to explain their thinking. Pupils get plenty of opportunity to investigate data. For instance, the use of stopwatches in a Years 3 and 4 lesson by pupils to record periods of vigorous activity provided good opportunities for them to practise both numeracy and recording skills when measuring their pulse rates.
115. The curriculum is well planned overall and there is good provision for practical investigations in all classes throughout the school. This ensures that pupils get sufficient opportunity to show initiative and a sense of responsibility in undertaking this work. Teachers work hard to ensure that pupils in the same year group but in different classes learn at similar rates. However, despite this, these pupils sometimes achieve at different levels and rates because the scheme of work is insufficiently based on the development of skills. This is demonstrated by pupils in Year 4 in the class for Years 4 and 5 pupils. These pupils are achieving standards that are almost a year above that of their peers in the class for Years 4 and 3 pupils.
116. The subject co-ordinator is providing effective leadership and has a clear vision of what needs to be done next with curriculum planning in order to raise standards further and provide greater consistency in the quality of teaching and learning. This vision has been

based on very effective monitoring of lessons and the scrutiny of the pupils' books. She has provided good support for other members of staff and is providing the school with a clear view of what needs to be developed further. The quality and range of resources are good and they are stored effectively in a central area.

ART AND DESIGN

117. Standards of attainment are in line with national expectations at the end of Year 2 and Year 6. All pupils, including those with special educational needs, make sound progress. A good feature of the curriculum for art and design is the way that artwork is linked to many other curriculum areas. Attractive displays celebrating pupils' achievements are evident around the school and represent a number of topics studied. For example, pupils in a Years 3 and 4 class use artwork as a stimulus for writing complex sentences using the computer, whilst pupils in a Years 2 and 3 class use the computer to design and create a shield that is linked to their history work.
118. By the end of Year 2 pupils have begun to develop the techniques of painting, sketching, modelling and printing in their work. They have a good understanding of how to mix primary colours to make other colours. They observe carefully what they see and begin to use shading to represent tone and colour. They begin to work in three dimensions, using clay to produce pots and tiles. Their knowledge of artists is currently under-developed.
119. By the end of Year 6 pupils have increased their understanding of different artists and use their style successfully to create their own pictures. Displays about the work of Hockney, Seurat, Escher and Miro stimulate pupils' own imaginations. One pupil when describing a book he had read said, *'I liked the pictures in that book. They were made up of little dots, just like Seurat'*. Another when describing the work of Dali said, *'He was a surrealist. He made things up about dreams and things'*. Pupils in a Years 2 and 3 class begin to use watercolours to create different effects of tone and colour in their work. Work in three dimensions is further extended in Years 4 and 5 where pupils use the style of Cezanne and Picasso to produce their own drawings of cubes and cuboids.
120. Pupils have positive attitudes to their artwork and concentrate well. They work well together when required to, as pupils in Years 3 and 4 demonstrate. They were required to collaborate to produce a large-scale print using rollers they had designed and made themselves. They discussed the colours they were going to use and worked successfully together to create the right shade.
121. The quality of teaching is sound overall. The previous inspection noted that there was insufficient intervention by teachers in lessons to guide pupils' learning. This is no longer the case. Teachers identify techniques to be used and in some lessons provide pupils with adequate opportunities to try out their ideas first. They make it clear to pupils at the start of the lesson what it is they want them to achieve. They maintain a brisk lesson pace and good management keeps pupils motivated.
122. The curriculum allows a good range of opportunities for pupils to experiment with different aspects of art, although their understanding of work of a multi-cultural nature is underdeveloped. Information and communication technology makes a good contribution to the curriculum. Pupils in a Years 4 and 5 class have used a digital camera to develop their understanding of 'posing' for a snapshot. A weakness in the planning is the inequality offered to pupils in the same year group but in different classes. Much of the artwork carried out throughout the school is influenced by the topics currently being studied in each class. The development of skills has not yet been sufficiently targeted so that pupils systematically build upon their previous learning as they move through the school. For example, pupils in Year 4 in the Years 4 and 5 class used their printing

designs to create some effective draw string bags, but pupil in Year 4 in the Years 3 and 4 class were not given the same opportunity to develop this skill. Sketchbooks are used throughout the school to build up a portfolio of pupils' work. However, they contain insufficient work at present to monitor pupils' achievements accurately and provide a record of the development of skills. The co-ordinator has a clear idea of how the subject can be developed throughout the school in order to raise standards of attainment.

DESIGN AND TECHNOLOGY

123. Only a small amount of teaching could be observed during the week of the inspection. Judgements are based on the analysis of pupils' work, scrutiny of teachers' plans and the observation of some teaching in the juniors. Standards are in line with national expectations for 7 and 11 year olds. All pupils, including those with special educational needs, are making satisfactory progress in all aspects of the subject.
124. The analysis of junior pupils' work completed during the academic year confirms that pupils in Year 6 completed several projects. These include the design and construction, using the 'jinks' method, of a model Roman ballista and hand embroidered cushions depicting various weather symbols. The weather cushions are of fine quality and completed to a high standard. These standards are also reflected in the range of pupils' work displayed throughout the school and in pupils' books. These projects vary from designing a house for a pet, a rocket and making salads in a class for Years 1 and 2 pupils to the design and construction of a patchwork wall-hanging in the hall depicting all the activities that the pupils value doing at school.
125. Teaching and learning in the two lessons observed in the juniors were good overall. In a lesson for a Years 3 and 4 class, pupils further consolidated their understanding of healthy eating by using salt dough to design and make imitation café food for inclusion in a display about food and nutrition. In the other lesson observed for a class of Years 4 and 5 pupils, the teacher brought an imaginative unit of six lessons to a conclusion. This exciting unit had already provided a good focus for the development of designing skills in the making of healthy and non-alcoholic cocktails. The lesson concentrated on the final task of designing the decorations for the pupils' previously designed cocktails. The teacher emphasised the need for careful consideration of glass and decoration for each pupil's creation. All pupils displayed good levels of competence in labelling their designs. They found it difficult, however, to choose the most appropriate glass for their recipes because the class teacher had not clearly established the need for the designs to be fit for a particular purpose and, in this case, the contents of each drink. The teacher, however, recognised this during the lesson, with the result that pupils then developed an appropriate sense of quality in the products being designed.
126. The subject co-ordinator is providing sound leadership and has already begun to monitor the quality of teaching and learning. She has identified a need to develop a skills based approach in planning what needs to be taught to ensure equality of curriculum entitlement for pupils in each year group. The range of resources is satisfactory and there are sufficient tools available for pupils in both infants and juniors for making models.

GEOGRAPHY

127. Standards are in line with national expectations for both 7 and 11 year olds, as they were at the time of the last inspection. All pupils make satisfactory progress.
128. By the end of Year 6, most pupils have an appropriate range of mapping skills. In orienteering, they have studied ordinance survey maps and, in preparation for their residential trip, identified man-made and natural features on a map of Scarborough. Most pupils have a reasonable understanding of some aspects of physical geography and are

able to explain the formation of a stack by coastal erosion. Through the travels of Barnaby Bear and the study of the fictitious island of Struay, most pupils by the end of Year 2 have a reasonable awareness of localities beyond their own. They use symbols and a key to label carefully a map of Struay. In a discussion, all pupils gave at least one plausible reason why they preferred to live in a town, the countryside or on an island.

129. The quality of teaching seen during the inspection was at least good, and on one occasion very good. In all cases, the lessons were very relevant and provided good links with the locality. In Year 6, they were linked to the imminent residential trip to Scarborough or to solving the traffic problem of the village in the Years 3 and 4 class. In all lessons observed teachers planned well and used resources well. Teachers have good subject knowledge and use this well to encourage pupils, for example, to use subject specific language. Chosen activities were appropriate to the learning intention of the lesson. This was particularly true of the very good lesson in Years 3 and 4 that centred on the preparation for a public debate on the possibility of a by-pass for the village. All pupils entered into the spirit of the activity, took on the role of specific characters and developed coherent arguments for and against the proposal. The debate in the following lesson added much to the development of pupils' speaking and listening as well as their personal development. The very astute assessments made by the teacher in these lessons and the range of questions she used encouraged pupils to think independently and logically. Relationships and the level of care are very good. During the debate, a great deal of sensitive support and encouragement was offered so that even the youngest or most reluctant public speaker was involved. The behaviour of all pupils in all lessons was good, reflecting the clear expectation of teachers that pupils would work hard and behave well.
130. Geography has not been a recent feature of the school improvement plan and the co-ordination of the subject is satisfactory. However, it is soon to be a focus. The co-ordinator has a good understanding of the priorities for development that include greater emphasis on geographical skills, assessment, the quality and quantity of resources, particularly maps and globes, and the monitoring of the subject. Pupils have many opportunities to use and develop their numeracy skills, especially in data handling and map work; for example, road traffic surveys and grid references. The use of information and communication technology is currently underdeveloped.

HISTORY

131. Standards are in line with national expectations for 7 and 11 year olds, as they were at the time of the last inspection. All pupils make satisfactory progress.
132. By the end of Year 6, pupils have studied a range of historical periods. They know of their chronology and their distinctive features. They have begun to develop key questions to focus their work. This has helped to develop a good understanding of the Viking invasion and settlement of England. All pupils have an appropriate knowledge of key features of this period of history, such as weaponry, clothes and jewellery. In discussion, pupils demonstrated an understanding of the importance of evidence, for instance that found by archaeologists digging in Anglo-Saxon burial grounds. They also appreciate that written evidence may be biased and open to interpretation. By the end of Year 2, through a study of famous people, such as Florence Nightingale and Beatrix Potter, pupils appreciate not only the importance of these people's lives, but are able to put key events of their lives on a time line.
133. In the one lesson observed teaching was satisfactory. There were many good features, such as the use of questioning and the deployment of additional staff. The teacher regularly encouraged pupils to explain and expand on their answers to deepen their understanding, especially in relation to appreciating the significance, historical and

emotional, of some of the great wartime speeches of Winston Churchill. The range of activities was very imaginative. The use of dictaphones to record their own speeches not only added greatly to the development of their speaking and listening, but also captured their interest so that they were productive and enjoyed their work. Similarly, the good links made between appeasement and how to solve playground disputes added considerably to pupils' personal development. However, there was insufficient emphasis placed on the development of historical skills that challenged all pupils. This was particularly true as this was a mixed-age class of pupils from both infants and juniors.

134. The co-ordination of the subject is good. The co-ordinator is keen, knowledgeable and enthusiastic. Within the current limitations of time, he has gained a good deal of detailed information from the monitoring of teachers' plans and pupils' work. He has, therefore, a good understanding of the areas of development. He has already started to emphasise and restructure the planned learning experiences so that teachers give appropriate priority to skills for pupils of different ability. Assessment is beginning to mirror this approach. For research on the Romans and Vikings, pupils frequently use CD ROMs and the Internet. There are very good links with literacy, exemplified by the estate agent advertisement for the Roman villa, 'Chadworth', on the Lindum Estates. Resources are adequate; the school makes good use of the local library service to borrow relevant artefacts. There have been numerous visits to museums and this adds positively to pupils' own cultural development. However, opportunities to broaden pupils' wider cultural development to appreciate the work of famous black people, such as Mary Seacole, have not been fully exploited.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. Standards in information and communication technology have improved since the last inspection and are now above national expectations for both 7 and 11 year olds. It is because of improved resources and greater staff confidence that standards have risen and all pupils make good progress.
136. By the end of Year 6, pupils have a broad range of computer skills and experiences. They are confident in word processing, clip art and the incorporation of sound and moving images in their work. They have used these skills very well to produce a multi-media presentation based on Peter Pan. Due to their effective use of the repeat command, pupils draw complex patterns using the on-screen turtle. They use the Internet regularly to undertake research and the imaginative use of e-mails has assisted in the development of pupils' literacy skills. This was evident in the writing of a joint story with a local primary school where groups of pupils wrote a paragraph and then e-mailed it to the other school for the next instalment. Pupils have employed all their knowledge and skills into developing games, many of which involve the basic skills of numeracy and literacy. These they have developed with younger pupils in mind and are currently trialing and evaluating their ideas in joint lessons with pupils from Year 1.
137. By the end of Year 2, pupils use their word processing skills to edit texts and improve the visual impact of their work by choosing different fonts, colours, resizing their text and using clip art. What was particularly impressive is how confidently they use the Internet. Nearly all were at ease in identifying and typing in web addresses and starting their own search. Most have made preliminary evaluations of web sites and CD ROMs in relation to their ease of use and usefulness. They have a good knowledge of most of the icons they come across and even with new ones, they are confident enough to have a go. In discussion, pupils clearly describe how to control the programmable floor robot to draw a square and speak knowingly of the wider use of information and communication technology in terms of e-mails and digital cameras.

138. The overall quality of teaching is good. Of particular note are the imaginative activities that teachers regularly use, such as paired work with younger pupils and other schools, and the frequent use of information and communication technology to support pupils' learning in other subjects. For example, pupils in Class 5 linked their design and technology project to producing a visually stimulating cocktail menu using clip art and their word processing skills. This adds considerably to pupils' enthusiasm for the subject, as it is more relevant to them. Teachers have a good knowledge of the subject and use this to give good direct instructions as well as solving problems posed by technical difficulties. They plan lessons carefully to build upon pupils' previous experiences so that pupils are continually using, applying and developing their skills. Teachers set high expectations for all pupils, as in the case of Year 1 pupils using the Internet. However, this is based on a careful assessment of pupils' experiences outside of school and, in all cases, these pupils enjoyed the challenge that they were offered. The good deployment of classroom assistants adds to the smooth running of many of the lessons. However, on a few occasions teachers' own unchecked enthusiasm, although contagious, resulted in a few unclear instructions that slowed the pace of learning.
139. The co-ordination of the subject is good. There is an appropriate focus on the development of the relevant skills and good links with other subjects. Assessments are regularly undertaken. The current system is due to be improved in September with the introduction of a novel skills based record. This is to be coupled with a compilation of examples of pupils' work. There is a good ratio of computers to pupils, coupled with a good range of peripherals and software. These and the creation of a suite have had a positive effect on pupils' learning. However, the benches on which pupils work in the suite are narrow and cramped, which at times hinders pupils' ability to work.

MUSIC

140. Standards of attainment are in line with national expectations at the age of 7 years. By the time pupils are 11 they have exceeded these standards. All pupils, including those with special educational needs, make good progress. The main reason for this is the provision the school has made for each class to be taught by a music specialist. It is also because of the many opportunities that are on offer to pupils to learn a range of instruments, including extra-curricular activities of recorder playing and choir. Music continues to be a strength of the school. Pupils have recently had good opportunities to perform to a wider audience through local festivals and events.
141. Pupils in Year 1 and Year 2 develop a good understanding of instruments and are given good opportunities to experiment with the different sounds they create. They learn to play with increasing control and good intervention from the teacher enables the correct technique to be learned straight away. Pupils contribute to composition work effectively using their knowledge of sounds to discuss ideas. When using percussion instruments to accompany songs suggestions include, *'We could sort the instruments into phrases'* and *'Instead of everyone playing we could have just some'*.
142. Pupils' skills are developed well as they progress through the school. Older pupils learn to use musical notation with increasing confidence and have learned hand signals to represent pitch. This enables them to learn new songs with greater ease, as they are able to follow the pattern of the notes. There are good opportunities for pupils who learn a musical instrument to participate in lessons, providing accompaniments for songs. Technical vocabulary is developed well and pupils use phrases such as *'treble clef'*, *'stave'* and *'mezzo forte'* to describe different elements of music. Older pupils learn quite complex rhythm patterns, which they expertly demonstrate when accompanying a song for the whole school. In order to emulate the tone of African drums, they use dustbins and a range of beaters very effectively to create different sounds.

143. The quality of singing when the whole school is gathered together does not accurately reflect the standards of music achieved in lessons. This is because insufficient time and methods are given to the teaching of new songs. In lessons they are taught thoroughly with careful attention to phrasing, rhythm and diction. There are few opportunities for this effective form of teaching to take place with the whole school. The choir, however, makes a positive impact on singing in the school. They recently won an award for their efforts in a local competition.
144. The quality of teaching is good. The specialist teacher has a good level of expertise and is consistent in her approach to all lessons. Learning objectives are clear and move at a good pace to keep pupils interested and motivated. Activities are varied and the development of lessons ensures that skills learned in previous lessons are systematically built upon. There is a good correlation between classes where there are mixed-age pupils in the development of skills. The specialist teacher, who is also the co-ordinator, is in the ideal position to provide this continuity. Class teachers are used effectively in the monitoring of assessment of pupils' achievements. They often participate in lessons by leading particular groups of pupils, particularly when singing in rounds or composing music.

PHYSICAL EDUCATION

145. A combination of good teaching, an extensive range of learning opportunities and good facilities is ensuring that pupils achieve above average standards by the end of the juniors. Pupils' attainment in swimming at 11 is well above average and nearly all pupils exceed the standard expected nationally at the end of Year 6.
146. Several games lessons were observed during the inspection for both infants and junior classes. Common features of these lessons are as follows:
- good planning by the teachers;
 - effective demonstration of skills;
 - good provision for warm up and cool down before and after physical activity;
 - effective use of resources.
147. A good example of these attributes was seen in an indoor games lesson for Years 2 and 3 pupils. In this lesson the teacher provided good opportunities for the practice of batting skills using a range of equipment. Good planning of this lesson and effective management of the hall space ensured that all pupils had the opportunity to practise batting a small ball to a partner and the level of control was good. Pupils responded well to this activity and took part in the lesson with great enthusiasm. Very good teaching of football skills to a group of pupils from Years 4, 5 and 6 also confirmed these positive attitudes. Very good teaching of dribbling skills ensured that these pupils made good progress throughout the lesson in either individual or small group activity. The lesson was conducted at a brisk pace but interspersed with periods of rest while the teacher provided expert tuition in the development of greater foot control. However, due to organisational difficulties within the school, the remaining Year 4 pupils in the class shared with Year 3 pupils do not have the opportunity to take part in similar learning experiences. Teachers provide opportunities for pupils in lessons to observe the work of their classmates, but pupils are not always encouraged to make comments about these performances. Consequently, pupils are not able to improve their own skills effectively by appraising the work of others.
148. The subject is effectively led by the co-ordinator. The quality and range of resources are good and the school makes effective use of community swimming facilities adjacent to the site. All pupils have opportunities to be taught to swim and, as a result, many swim to a high standard both in lessons and at swimming competitions. There is good provision for competitive sport and the school provides a wide range of extra-curricular activities.

Teachers, with the help of the caretaker, make very good use of the school grounds to provide pupils with the opportunity for orienteering. This further enriches the range of learning experiences and links with other subjects.

RELIGIOUS EDUCATION

149. Standards are broadly in line with local expectations for both infants and juniors and pupils' learning fully meets the requirements of the locally agreed syllabus.
150. At the end of the juniors, many pupils are familiar with several stories and customs that characterise the nominated faiths of Christianity, Islam and Hinduism. The co-ordinator has worked hard to review the school's scheme of work in light of the recent changes to the locally agreed syllabus. Teachers are generally confident with the content of the material being taught and lessons are regular over the year. As a result, good quality recorded work in the pupils' books confirms that the subject is becoming firmly embedded within the school's curriculum. The pupils' books also clearly indicate that teachers provide good opportunities for the development of literacy skills in religious education lessons.
151. This improvement in the quality of teaching and learning is also reflected in the lessons observed. For instance in a lesson for a class of Years 4 and 5 pupils about the recognition of a beautiful place, the teacher helped pupils to understand why places can be special. Good opportunities were provided for pupils to discuss their thoughts and feelings in pairs before completing their follow up work in books. In another lesson for a class of Years 3 and 4 pupils the teacher used an area outside the school under a tree to develop the pupils' appreciation of the environment. Most of the pupils responded well to this opportunity for developing their sense of spirituality and sense of awe and wonder about the world around them by expressing their thoughts aloud while feeling the bark of a tree with their eyes closed. The teacher recorded these thoughts and feelings on a clipboard for reference in the next lesson.
152. Regular teaching, combined with opportunities for pupils to record and reflect on the stories told, is developing the pupils' understanding that all people are of value and that there are several faiths other than Christianity. As a result, the pupils' attitudes to learning are good in both infants and juniors and pupils listen with interest to teachers, generally making sensitive comments about the stories and issues discussed. Most pupils complete their written work with care and thoughtfulness.
153. The quality of teaching throughout the school is satisfactory overall, with only one lesson observed being unsatisfactory. In this lesson for the youngest pupils in the infants, the teacher attempted to convey the concept of what makes things special to these pupils when they were restless and tired during the afternoon session. As a consequence the behaviour of the pupils became unsatisfactory and very little new learning took place.
154. The curriculum is satisfactory and there is appropriate guidance to inform teachers' planning based on the locally agreed syllabus. Procedures for assessment are, however, underdeveloped, with the result that teachers are unable to gauge pupils' progress accurately over time. They do not measure standards against the locally agreed syllabus. This has been recognised by the co-ordinator who manages the subject well. The school has made a good start in planning for improvement and there has been some useful monitoring of teaching and learning within the school. The quality and range of curriculum resources are satisfactory, but there is no one set of appropriate Bibles for pupils to refer to in lessons.