

INSPECTION REPORT

KELSEY PRIMARY SCHOOL

Market Rasen, Lincolnshire

LEA area: Lincolnshire

Unique reference number: 120469

Headteacher: Mrs Andrea Carpenter

Lead inspector: Judy Dawson

Dates of inspection: 22nd – 24th November 2004

Inspection number: 267125

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	94
School address:	Chapel Street North Kelsey Market Rasen Lincolnshire
Postcode:	LN7 6EJ
Telephone number:	01652 678387
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr Allan Tennant
Date of previous inspection:	15 th March 1999

CHARACTERISTICS OF THE SCHOOL

This small primary school has 94 pupils on roll, almost all of whom are of white British ethnic origin. The school serves the villages of North and South Kelsey with a few pupils from neighbouring villages. There is a small number of looked after children. This is a predominantly farming community. Socio-economically, the area in which the pupils live is broadly average. Few pupils take free school meals. Most children have had some pre-school experience and levels of attainment on entry to the reception class are average. At 36 per cent, the number of pupils identified as having SEN is well above average, although the number of pupils with a statement of special needs is about average. Only one teacher remains from the time of the last inspection, and there have been two changes of headteacher and deputy headteacher. The school supports the Healthy Eating initiative.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20911	Judy Dawson	Lead inspector	Foundation Stage; Information and communication technology (ICT); Art and design; Design and technology; Music.
13526	Richard Barnard	Lay inspector	
23566	John Iles	Team inspector	Special educational needs (SEN); English; Personal, social and health education and citizenship; Geography; History; Religious education.
30398	Chris Scola	Team inspector	Mathematics; Science; Physical education.

The inspection contractor was :

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This **effective school** now provides a good quality of education following a period of instability in staffing and management. Teaching is good overall and very good in the Foundation Stage, where children achieve very well. Pupils now achieve well throughout most of the school and standards are improving. Leadership and management are satisfactory overall and the school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- With very good teaching children in the Foundation Stage have a flying start to their education
- Standards in mathematics are below average in Year 6
- The broad curriculum gives relevance to pupils' learning
- Provision for pupils with special educational needs (SEN), while satisfactory overall, is unsatisfactory for the oldest pupils
- Assessment is not used consistently enough throughout the school to help pupils improve their work or to challenge all pupils
- Standards in information and communication technology (ICT) are above average.
- Consistent and effective management of the pupils' behaviour is improving pupils' attitudes to learning

The school has made satisfactory improvement since the last inspection in March 1999. The issues raised have been tackled effectively. Pupils' progress had slowed in recent years and standards had fallen. However recent improvements, including a good and stable teaching force, improved provision for pupils with SEN and consistent management of pupils' behaviour have been effective in raising pupils' achievement and standards have now risen. Pupils' behaviour has improved although the impact of the many staff changes still causes some inconsistent behaviour amongst older pupils. Recent effective subject leadership and coordination of SEN provides the school with a good basis for future improvement.

STANDARDS ACHIEVED

Overall, achievement is good. Most pupils now achieve well in English, science, religious education and ICT. Achievement in mathematics is satisfactory overall but unsatisfactory in Year 6. More able pupils generally achieve well but the oldest lack sufficient challenge in mathematics and they do not achieve well enough. The recent improvements in the provision are already raising the achievements of the younger pupils with SEN although the oldest pupils' achievements are just satisfactory overall. The very young cohort in the present Foundation Stage achieve very well. Most will attain the early learning goals by the end of reception and many will exceed them in knowledge and understanding of the world.

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004
English	A	E	E	E
Mathematics	C	D	E	E
Science	D	D	E	E

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils aged seven attained average standards in reading and writing in the 2004 national tests. Standards in mathematics were well below average. This year, pupils' standards are average for reading, writing and mathematics. Standards in the 2004 national tests for eleven-year olds were well below average. A quarter of the cohort had SEN, all related to learning, and over a quarter of the pupils joined the school after their reception year. Nevertheless, more able pupils did not achieve well enough. The inspection findings show that standards are improving and in Year 6 are now average in English, science, religious education and most other subjects but remain below average in mathematics. They are above average in ICT.

Pupils express positive attitudes to school, enjoying the broad curriculum. Their **spiritual, moral, social and cultural development is good** and relationships are good throughout the school. Attendance is similar to that in other schools and most pupils are punctual.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching and learning are now good overall, reflected in the rising standards this year. The teaching and learning in the Foundation Stage and in Year 1 is very good and a strength of the school. The support staff are well trained and form an effective part of the teaching team throughout the school. Firm, fair and consistent discipline facilitates the pupils' concentration in most lessons. Pupils' behaviour deteriorates in the small minority of lessons where pupils lack challenge or the work is too difficult for some pupils to achieve the task. There is a good curriculum throughout the school. Good links between subjects generate enthusiasm and interest in the pupils as do the many opportunities for learning outside lessons. Teachers cope well with the two-year spread in their classes and the curriculum is planned to accommodate a two-year cycle effectively. In most classes work is well-matched to pupils' abilities and all pupils, including pupils with SEN and the most able pupils, make good progress. The recent improvements in the individual education plans and targets for pupils with SEN have not yet had an impact on the older pupils and it is here where the planning does not always match pupils' needs. Assessment procedures are developing through the school, but the use of these to help teachers plan for different abilities or to set short-term targets to help pupils improve is inconsistent.

LEADERSHIP AND MANAGEMENT

The present headteacher, who was not in school during the inspection due to illness, and deputy headteacher have worked hard to generate a good team of teachers and teaching assistants. The identification of pupils with SEN, maintaining staff stability and improving the conditions of the workforce, have all been successfully accomplished. Relationships with the parents and the community are good. Behaviour is improving. There are sound

plans for development but these lack clear priorities related to pupils' achievement in the core subjects. Nevertheless, new subject leadership for English and science and the coordination of SEN has improved provision and standards are rising. The governors support the school well and fulfil their statutory duties effectively. Although the headteacher and deputy headteacher draw up plans for development and decide on spending priorities, governors question decisions and ensure that the principles of best value are followed. **Leadership, management and governance are satisfactory.**

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The pupils say they enjoy school and are keen to participate in the extra-curricular activities, although a few feel they could work harder. Most parents feel that the teaching is good and that their children make good progress. Both parents and pupils say that behaviour has improved. Parents are pleased with the way the school is led and managed overall and most feel issues are dealt with promptly. Unresolved issues concern school organisation that, logistically, the school could not respond to.

IMPROVEMENTS NEEDED

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

- Raise standards in mathematics
- Make better use of assessment to plan work and set targets to meet the needs of pupils of all abilities, especially for the older pupils
- Ensure recent improvements in the provision for pupils with SEN are implemented throughout the school

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children achieve very well in the Foundation Stage. Throughout the rest of the school pupils achieve well overall. Standards are below average in Year 6 in mathematics and above average in ICT. Standards are average in English, science and religious education. The achievement of pupils with special educational needs (SEN) is good throughout most of the school but unsatisfactory in Years 5 and 6. Most able pupils achieve well overall, but the oldest pupils underachieve in mathematics.

Main strengths and weaknesses

- Standards by Year 6 have improved substantially this year
- Standards in mathematics have improved but are still below average by Year 6 because the work is not sufficiently matched to the needs of the most able pupils and those with SEN
- Most children will achieve the early learning goals by the end of the Foundation Stage and exceed them for knowledge and understanding of the world.
- The good provision for ICT, especially its use in other subjects, has resulted in above average standards across the school

Commentary

1. The children in the present Foundation Stage are very young, with seven of the twelve having summer birthdays, five of which are in July or August. Nevertheless, most are on track to achieve the early learning goals in all aspects of the Foundation Stage areas of learning and many will exceed them for knowledge and understanding of the world by the end of their Reception Year. The children are achieving very well because of the very good quality teaching and curriculum as well as the impact of learning alongside older pupils.
2. Only nine pupils took the Year 2 national tests in 2004. Pupils achieved standards in reading and writing that were similar to the national average, which was an improvement on the previous year's results. Standards in mathematics were also higher but still well below the national average. There is little difference in the achievement of boys and girls for reading and mathematics although, in line with national trends, girls are better at writing. The number of pupils achieving the higher levels was above average for all three subjects. With such small cohorts, comparisons between year groups and similar schools must be treated with great caution. Compared with schools with a similar number of pupils taking free school meals standards were well below average in all three subjects. Pupils now achieve well and standards in the present Year 2 are average in most subjects including mathematics. Standards in ICT are above average due to improved opportunities for pupils to use computers. The overall improvement is due to the recent stability in staffing, the effective training and input of the teaching assistants and the improvement in the provision for pupils with SEN. These pupils now have well written individual education plans and precise, well-focused targets.

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

Standards in:	School results	National results
English	25.2 (24.6)	26.9 (26.8)
Mathematics	25.5 (26.1)	27.0 (26.8)
Science	27.3 (27.9)	28.6 (28.6)

There were 21 pupils in the year group. Figures in brackets are for the previous year

- Although standards in English in the 2004 national tests for eleven-year-olds had improved on the year before, overall standards were well below the national average for English, mathematics and science, and low when compared with similar schools. Boys' achievements were higher than the girls this year, reversing previous trends and against the national trend but there are no consistent differences over time. There were several barriers to learning that affected pupils' achievements in 2004. Over a quarter of the pupils had SEN, all related to learning. Well over a quarter of the pupils joined the school later than the Reception year. All pupils had experienced considerable changes in teachers and school leadership, a factor which accounts for the fact that, though pupils are achieving well, the levels of attainment in Year 6 are generally no higher than average.
- Standards have risen this year and pupils in Year 3 to 6 are generally achieving well. The present Year 6 pupils are attaining average standards in English and science, although standards in mathematics are still below average. Standards in ICT are above average. There are fewer pupils with SEN in this cohort. The school's focus on improving pupils' attitudes to work is beginning to have an impact although some older pupils are still displaying the effect of the many changes in staff during their time in school. Pupils with SEN are given good support in English but in Years 5 and 6 their targets are not specific enough to enable them to achieve regular small steps in learning. They rarely have mathematical targets. The planning for mathematics for more able pupils and pupils with SEN is not precise enough to enable pupils of all abilities to achieve well. The school's improving tracking of pupils' progress and sharper setting of targets has not yet been implemented for the oldest pupils.
- Pupils of all abilities achieve well in ICT because of the teachers' expertise, the good resources and very good use of ICT across the curriculum. Samples of work in other subjects indicate that pupils' achievements are at least satisfactory and there are some good examples of design and technology throughout the school.

Attitudes, values and other personal qualities

Attitudes and behaviour are satisfactory overall. Personal development is good due to the good provision for pupils' spiritual, moral, social and cultural education. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Pupils enjoy school and their activities
- Most pupils work well in lessons although some older pupils display poorer attitudes
- Good moral and social provision is improving standards of behaviour
- Pupils develop good relationships and undertake responsibilities eagerly
- Pupils are developing well as good citizens

Commentary

6. The pupils and most parents say they like school and the great majority of pupils appear happy. They keenly participate in the good range of extra-curricular activities. Through most of the school attitudes in lessons are good. Pupils apply themselves to work and concentrate well. They respond well to questions and are eager to please their teachers. On some occasions some children in Years 5 and 6 are restless and find it difficult to maintain their attention. This was particularly noticeable when work lacks challenge and they finish tasks quickly.
7. Pupils and parents feel that behaviour has improved since the recent changes in the behaviour policy. Most pupils view the new "points" system as fair and say there is now better behaviour and less bullying. Behaviour at playtimes is good and incidents mainly result from rowdiness, mostly from older boys. This has improved because of the good supervision, an improving range of playground activities and the good space provided in separate playgrounds for older and younger pupils. Pupils and parents show some concerns over bullying but they feel that there are now fewer incidents and that they are dealt with more promptly and effectively. This is supported by the fact that the school has made no temporary or permanent exclusions over the last two years. Pupils know right from wrong and what to do if squabbles or accidents happen. There is little evidence of any sexist or racist attitudes. Some issues relating to name calling have been very effectively nipped in the bud. Some silly and disrespectful behaviour was shown by the older pupils in a singing practice. These older pupils have not benefited fully from the current policies and have seen considerable changes in staffing during their time at the school.
8. Relationships are good between all pupils and between them and all adults at the school. They share resources and co-operate in groups well and undertake a range of helpful duties such as helping on the stalls at the Christmas Fair.
9. Pupils' understanding of becoming good citizens is encouraged well, for example through the work of an effective School Council. Their ideas include the improvement in playground facilities and developing ideas to raise money for further resources for the school. Issues relating to personal development are raised well in regular lessons and assemblies. Pupils appreciate the values and beliefs of others well, with the school taking good account of their rural and isolated locality, for example through arranging visits to a mosque and a temple.
10. Overall attendance levels are close to the national average. Punctuality is satisfactory. The school has thorough systems to record and monitor attendance and places appropriate emphasis on promoting good attendance. The main reasons for absences are the number of pupils taking holidays in term time and a small number of pupils who have poor sickness records.
11. Standards in this area are similar to those described in the previous inspection report although personal development has improved and attendance is now satisfactory.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.3
National data	5.1

Unauthorised absence	
School data	0.1
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality education.

Teaching and learning

Teaching and learning are good overall. They are very good in the Foundation Stage and satisfactory for the oldest pupils where assessment data is not used sufficiently to set targets or to inform planning.

Main strengths and weaknesses

- The teacher in the Foundation Stage is skilled in meeting the needs of all the children, so they thrive in her care
- Though through most of the school teachers' planning meets the needs of all pupils well, more able pupils and pupils with SEN sometimes do not learn as well as they could in the oldest class because some of the tasks they are set do not accurately reflect their abilities
- Teaching assistants are skilled and make a good contribution to pupils' learning throughout the school
- All teachers expect good behaviour of their pupils and behaviour has improved throughout the school
- Homework is relevant and supports learning well

Commentary

12. The Foundation Stage teacher, who also has Year 1 in her class, is very knowledgeable in the requirements of the Foundation Stage curriculum and what Year 1 pupils should be learning. Her planning is impeccable, meeting the needs of both with clear objectives for learning, well defined activities and a very good understanding of the needs of each child. Her knowledge is based on useful, regular assessments, including commentaries on the children's approach to their tasks and their personal development. The teaching assistant is fully involved in this and together they plan what they will focus on each day. Very good relationships and an instinctive ability to make learning fun delight the children so they are eager to learn. Both adults question the children in a way that encourages lengthy and well-crafted answers and their respect for the children's efforts gives even the youngest a real sense of self-esteem. The teacher's high expectations reap rewards in the children's work. In an English lesson, for example, the most able Year 1 pupils were expected to write what happened next after the shared reading stopped in an exciting place in the story of Little Red Riding Hood. Several pupils produced over half a page of well-crafted and interesting writing. The excellent religious education lesson exemplified these high expectations and very good relationships.

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	6	10	5	0	0	0

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

13. Teachers throughout the school have good relationships with their pupils. The teachers encourage pupils' views and everyone's contribution is appreciated. Pupils are generally eager to please and take a pride in their work. The teachers manage the two age groups in each class effectively and generally plan work to meet the needs of both age groups and the different abilities in each class. Lessons proceed at a good pace and teachers motivate boys and girls well. They have a good understanding of the different learning styles of their pupils and adapt tasks to address them. Writing tasks, for example, contain a good mix of genre, that appeal to boys as well as girls and boy's writing has improved. Teachers plan interesting lessons and expect the pupils to behave well at all times. Teaching assistants are used effectively while allowing pupils to work collaboratively and independently when appropriate. Homework is good; teachers set relevant tasks that reinforce or extend the work in the classroom.
14. The teachers have a good knowledge of the subjects observed being taught during the inspection. Their ICT skills are good, enabling any difficulties generated by hardware or software in the computer suite to be sorted out swiftly without impeding the lesson. Teachers are skilled in making learning relevant by teaching new skills through common themes. For example, in the Year 4/5 class pupils are preparing a playscript about space, have tracked the length of shadows to show the earth's rotation and used ICT to create mood music for space exploration.
15. The school has begun to track pupils' progress in English, mathematics and science throughout the school and to assess pupils' achievement in some other subjects. The use of these assessments has not yet been sufficiently developed throughout the school and the work set for the oldest pupils is not always matched to individual pupil's needs. The overall teaching of the oldest pupils, although satisfactory, sometimes lacks challenge for the more able pupils, resulting in slower learning and some unsatisfactory attitudes. Older pupils lack clear targets to improve their work and the marking does not give enough guidance, especially in mathematics. There are some examples of effective marking in the pupils' books. However, this is not consistent throughout the school. Although marking is always accurate the comments do not clearly reflect the oldest pupils' needs or help them to improve. For example, in mathematics, work is marked incorrect without comment and in English, pupils are asked to correct complex spelling when they need to concentrate on simpler words.
16. The quality of teaching seen for pupils with special needs is generally good but there are some occasions when work could be even more closely matched to the needs of individuals and groups, especially in Years 5 and 6. Teachers and teaching assistants ensure the targets set in pupils' individual education plans are linked to pupils' learning. The newly appointed coordinator has rewritten the individual education plans for pupils in Years 1, 2, 3 and 4 and they are of good quality. The targets in the individual education plans for pupils in Years 5 and 6 have not yet been reviewed. They are not

precise enough to support a fast enough pace of learning across subjects. This is a current weakness and a key issue for improvement. Training for teaching assistants is effective and they give good support, working closely with class teachers.

The curriculum

The quality of the curriculum is very good in the Foundation Stage. For pupils aged five to eleven it is good. Opportunities for enrichment are good.

Main strengths and weaknesses

- Provision for personal, social and health education is good
- The breadth and range of opportunities for all pupils is good
- Accommodation and resources are good
- Provision for pupils with special needs in Year 6 is unsatisfactory

Commentary

17. All subjects of the National Curriculum and religious education are taught effectively and the curriculum is well balanced, broad and relevant. The Foundation Stage curriculum is very effective and ensures children have an exciting introduction to all the areas of learning. Progress on developing schemes of work has been good since the last inspection, and now all subjects have one.
18. The curriculum is well planned and based on the latest government guidelines and the use of the locality. There are good links between subjects, for example between English and history. The development of links between subjects is enhancing relevance in learning. Weekly blocked units of work with a precise focus enable pupils to develop their ideas, skills and knowledge more effectively, for example, in design and technology and multicultural studies. The emphasis on an investigative approach to learning promotes creativity and sustained interest and challenge. Information and communication technology supports learning well across the range of subjects.
19. The curriculum is enriched with a good range of clubs and visits. Sport, computer, music and French clubs are well attended and extend pupils' learning. Attendance at the clubs is good, particularly taking into account the long distances pupils travel to school in this rural community. Residential visits also extend pupils experiences and enhance their learning and personal development.
20. Provision for personal, health and social education is good. The school council provides pupils with opportunities to contribute to decision-making. Older pupils share responsibility for a range of activities, for example, supporting younger pupils. Policies for sex and drugs education are linked well to other subjects.
21. Provision for pupils with SEN is satisfactory overall but there are weaknesses in the provision for Years 5 and 6. Targets for these pupils are not precise enough and progress is too slow. The targets are currently being reviewed by the new coordinator to ensure pupils are well supported, but this has not yet had time to improve provision for the oldest pupils. Teaching assistants work effectively with teachers to support pupils. The school works closely with outside agencies who provide guidance in identifying pupils' difficulties. These pupils receive specific support of good quality.

The school accommodates more able pupils by allowing them to work in older classes for some subjects, especially for literacy and numeracy.

22. The school's open door policy encourages parents to visit and discuss aspects of the curriculum. Good links with local schools support curriculum continuity and a smooth transfer to the secondary phase.
23. Resources for learning are good. The computer suite supports learning effectively and the school also benefits from two hard play areas and an attractive school field which provides venues for team games and competitive sport. The nature reserve and outdoor classroom offer exciting opportunities for learning. The school is well cared for and is an attractive environment for the youngsters and adults it serves.

Care guidance and support

Pupils' care, welfare, health and safety are well handled. The provision of support, advice and guidance based on the monitoring of pupils' achievement is satisfactory. The involvement of pupils through seeking and acting on their views is good.

Main strengths and weaknesses:

- The school cares for the pupils well
- Induction arrangements are good
- Ongoing support and guidance for younger pupils is good but it is not secure for older pupils
- Pupils' views are valued

Commentary

24. The good care and concern for pupils' needs is appreciated by both the pupils and their parents. The thorough approach to child protection procedures, good evaluation of health and safety risks, fire precaution arrangements, security arrangements, good first aid procedures and supervision of pupils at break and lunchtimes enables pupils to feel secure and work in confidence. Most pupils are confident they have a supportive adult to speak to if they have worries or concerns. Good arrangements ensure that younger pupils are collected by a responsible person at the end of the school day. Standards are similar to those described in the previous inspection report.
25. Good induction arrangements ensure pupils quickly settle into the Reception class and achieve well. Personal development is supported well as pupils move through the school. Pupils, including those with a range of SEN, are supported well in the earlier years of the school where good systems are in place to assess their needs and provide effective support. These have yet to be established effectively for older pupils. Good arrangements are provided to give pupils and parents good support and advice on the arrangements in relation to the transfer to secondary school.
26. Pupils feel that members of staff value their views and this gives them confidence to discuss issues and raise questions. They are consulted with well, for example, through the School Council, where they are confident to raise issues such as the condition of and locks on toilets. The school responds to their concerns and improvements are taking place. Pupils' views were also canvassed through a survey at the end of last year where many praised aspects such as improved behaviour and less bullying, providing good feedback on how pupils value and appreciate new policies.

Partnership with parents, other schools and the community

The school has a good partnership with parents. Links with the local community and with local schools are good.

Main strengths and weaknesses

- Parents support the school and their children's education well
- Parents are given good encouragement to be involved in their children's learning
- Reports are good but not consistent in relation to targets
- School uses the local community well

Commentary

27. Parents give good support to their children's education. The Parents and Friends Association provide good financial support providing a good range of fundraising and social events. Funds provided are used well to support school development priorities such as books and play equipment. Parents are given good information before their children start school in the reception class and this helps their children to settle quickly. The good arrangement that encourages parents to bring their children into the reception class at the start of the day also helps this process and is much appreciated by parents. Parents are given a good range of information about the curriculum and how they can help in their children's learning, ranging from the attractively presented and informative prospectus, regular newsletters and curriculum evenings. Parents show a good interest in these. The quality of the partnership with parents is similar to those described in the previous inspection report.

28. The latest reports gave good information on progress and achievements but targets for improvement are often too general, and teachers do not follow a consistent approach. For example, one sets a target to "build on the good progress made this year", compared to the more helpful "use a wider range of connectives and accurate punctuation." The school is open to parents; teachers are available at the end of the day and issues are dealt with promptly and to good levels of satisfaction from most parents.

29. The school makes some good use of the local community to support learning. Some parents meetings are held in South Kelsey so parents who live there do not always have to travel to school. The local community see the school as an important part of the area. The local church and chapel make good contributions to school life. Good use is made of the local community hall for parent workshops. The partnership with the local schools, especially the local cluster, benefits pupils, especially in relation to the arts and sport and in providing good support as pupils move to secondary school. Members of staff including teaching assistants benefit from joint training arrangements.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are **satisfactory**.

Main strengths and weaknesses

- The headteacher and deputy headteacher have a clear understanding of the areas for school development
- After a period of instability the headteacher and governors have successfully forged a strong team of teachers and teaching assistants who are committed to school improvement
- New subject leaders and the SEN coordinator have a good understanding of what needs to be done in their subjects and are already effecting improvement for younger pupils
- The school's plans for development and school evaluation are satisfactory but lack clear priorities linked to raising standards in the core subjects
- Day-to-day administration is very efficient

Commentary

30. When the headteacher and deputy headteacher were appointed two years ago they joined a school that had had substantial changes in personnel and leadership in recent years. As a result, pupils' behaviour was not as good as it should have been and it was evident that a period of stability was needed. This was achieved successfully. Pupils' behaviour is improving. Teaching assistants are undergoing regular training and are already successfully easing the workload of the teachers and supporting learning effectively. The reserves in the school budget were used to improve the facilities for ICT and the computer suite is already having an impact on standards in the subject. The headteacher has understood the need to make the curriculum relevant and interesting, while not making changes to good practice, and has managed this well.
31. Plans for school development are ambitious and cover all areas of school life. While all plans are relevant and well crafted, the overall planning lacks clear priorities related to raising attainment in the core subjects, which has been falling in recent years. The school self-evaluation clearly identifies the school's strengths and analyses where improvement is needed but again lacks a clear focus on standards.
32. The headteacher is good at delegating responsibilities and the deputy headteacher has worked closely with her throughout. He has undergone leadership training and coped with the headteacher's absence during the inspection well. Newly appointed subject leaders are well-qualified in their subjects and have good plans for development that are already having an impact on the quality of provision through most of the school. ICT is managed efficiently and there are new plans for improving provision in mathematics. The Foundation Stage is led and managed very effectively and is a strength of the school.
33. The coordinator for pupils with SEN has been in post for only six weeks. During this very short period she has evaluated the current provision and taken immediate action to improve the quality. She has accurately identified the strengths of provision and the priorities for improvement. However, she has not been in post long enough to have a full impact on the provision and to address all the identified weaknesses. The coordinator is attending training to support her new leadership role and provides a good role model for staff. Leadership and management are satisfactory but the capacity for improvement is good.

34. The governors carry out their statutory duties conscientiously and effectively. There is a well-organised committee system that covers all aspects of school management. They have made several successful appointments in recent years and support the headteacher, deputy headteacher and teachers well. They have a good understanding of the strengths of the staff. Governors review the school's development plans and spending priorities but are not actively involved in drawing them up. Although they ensure that the principles of best value are adhered to, monitoring of teaching and learning is left to the senior management team. Several governors work in school or provide voluntary support. They are committed to staff development and performance management is well established. Training needs are met well and the school supports initial teacher training. New teachers and teaching assistants are supported well.

35. With the recent improvements in provision and a clear understanding of what needs to be done, the school is well-placed to face the challenges ahead.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	309,807
Total expenditure	302,101
Expenditure per pupil	2933

Balances (£)	
Balance from previous year	10,200
Balance carried forward to the next	17,906

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. The twelve children in the Foundation Stage are accommodated in a class with Year 1 pupils. The present cohort is very young, with seven summer born children of whom five have birthdays in July and August. Children enter school gradually over the first half term of the Autumn Term after their fourth birthday. Most have some nursery or play-group experience before starting school. The teacher's planning to accommodate the two age groups is very good. The curriculum is very clearly defined to meet the needs of the children in the Foundation Stage based on the early learning goals alongside the National Curriculum planning for pupils in Year 1. This makes the transition to Year 1 seamless and highly effective. The teacher's conscientious match of activities to the children's needs, based on regular assessment and the tracking of children's progress, ensures that they achieve very well across all areas of learning. The accommodation is good, with a linked practical area shared with the Year 2/3 class and an attractive outside area. The very good teaching assistant is deployed effectively and makes a valuable contribution to the children's learning.
37. It is not possible to judge the standards attained or the teaching and learning in **physical development** as no lessons were observed. The children control writing and drawing tools with appropriate skills, manipulate tools with care and use the classroom and playground space effectively. Their work shows examples of careful cutting out, for example. The teacher's records clearly show the children's skills and identify what children need to master next. Although the children's portfolios of work and the displays in the classroom show a good range of artwork, some ICT generated, no creative development lessons were observed. The children know a range of simple songs, many connected to other areas of learning. The children sang a counting song in their mathematics lesson, for example. They join in assemblies and singing sessions in the hall. Drama and role play form an important part of the curriculum and children use the good resources to maintain their role. For example, the Little Red Riding Hood theme for the week was supported with a well-stocked shopping basket. The children's artwork shows appropriate skills for their age.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Adults set very good examples by their courtesy and respect towards the children and each other
- Adults and children share a delight in learning
- All children's views are encouraged and valued

Commentary

38. Children generally enter school with average skills in personal, social and emotional development for their age. Some children in the present cohort are very young and immature. The teacher understands their needs very well and plans activities to develop their independence as well as their need to learn through play. Children are gently guided towards achieving the rigours of working as a group, behaving well, taking turns and finishing a task. Both teacher and teaching assistant have high

expectations of the children's behaviour, good relationships and self-care. All children, including those with SEN and the more able children, feel very secure and valued. The youngest are beginning to understand the need to share their teacher with others but are confident that she will respond with appreciation when they show her the outcomes of their endeavours. In an excellent religious education lesson where similarities and differences between churches and mosques were discussed, children were praised for the thoughtfulness of their responses. They were asked to think about their lesson which would be discussed the next day. The children were delighted with this idea and responded very well. The teaching for personal, social and emotional development and the children's learning are very good. In spite of the youth of many, the children achieve very well and are on course to attain the early learning goals by the end of their reception year.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- The teacher teaches new skills very effectively and these are reinforced very well by the teaching assistant
- Very good questioning encourages children to use a wide vocabulary and extended sentences
- Accurate and relevant assessments help the adults meet individual children's needs well

Commentary

39. The children have a range of speaking skills when they join the reception class. They swiftly learn to listen, guided by the gentle voice and high expectations of their teacher. She uses every opportunity to extend the children's vocabulary. As a result, children echoed the text in the story or the teacher's words as they discussed whether Little Red Riding Hood was "good" or "naughty" when she picked flowers for Grandma. The adults are very careful to maintain the self-esteem of the few children whose speech is underdeveloped, interpreting their words well and often modelling the correct pronunciation. Occasionally, more could be done to help these children improve their speech. Books are readily to hand and stories are used to reinforce learning as well as for enjoyment. Several children already read some simple words and most know several letter sounds. The teacher is careful to match the task to the attention spans of the youngest children and those with SEN and to provide extension activities for the more able children. Writing materials and equipment that develops writing skills are readily available and the children's efforts are valued and encouraged. Children are encouraged to write their names independently and all are methodically taught to write letters correctly and to match them to the sounds they make. The teaching is very good. Adults know the children's abilities very well, supported by regular assessments of their progress, and expect them to do the best they can. As a result, children achieve very well and most will attain the early learning goals for communication, language and literacy by the end of their Reception Year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- The teacher has very clear plans for what she wants the children to learn and the skills to make learning fun

- Children have very good attitudes to mathematics and are delighted when they achieve well
- Resources are used very well, both to teach new skills and to consolidate learning

Commentary

40. Children start school with wide ranging but broadly average knowledge and understanding of numbers, shapes and measures. Children readily join in with Year 1 pupils as they sing number rhymes, count and order numbers. Well-directed questions ensure that the children are challenged at their own level. As the lesson moved on to the identification and properties of shapes, for example, the more able children were asked to name three dimensional shapes while the youngest children were expected to name simple flat shapes. The children achieved very well, especially when the teacher hid the shape behind a book with just a corner peeping out. There was lots of lively discussion about which shape it could or could not be and a cheer of delight when children were right. This is another example of how well the teacher promotes speaking skills and technical vocabulary throughout the curriculum. In another lesson where children discussed electricity and batteries the children used positional language accurately. Both the teacher and the teaching assistant encourage counting and matching and pattern making throughout the day. The good range of activities available promote mathematical develop effectively. With this good teaching and thoughtful curriculum children make very good progress and are on track to achieve the early learning goals for mathematical development before joining Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The teaching is very good, making learning fun
- The rich curriculum builds on the children's own experiences and introduces the wider world with well structured and interesting activities
- Children achieve well and many will exceed the early learning goals by the end of their Reception Year

Commentary

41. Children start school with a broadly average general knowledge for their age. The curriculum is very carefully planned so that National Curriculum subjects and the Foundation Stage curriculum are taught alongside each other, with very clear objectives for each age group. As a result, the children benefit from access to knowledge and skills that go beyond the early learning goals. Their skilled teacher ensures that children learn at their own levels as well as benefiting from exposure to Year 1 work. In one lesson, for example, the class sat in a circle with the teacher and, after a very good discussion about safety, different sources of electricity were discussed. Children remembered what they had learnt about mains appliances and that they do not work if not plugged in and switched on [by an adult]. By the end of the lesson, children knew there are different sized batteries [and the different shapes, linked very well with the mathematics lesson] and that they need to be the right way round to work. They assembled and disassembled a range of battery powered devises including programmable toys and the "Roamer" and became adept at predicting whether things would work or not. Children with SEN, with speech difficulties, struggled with "remote control". Although the speech was poor, it was evident that the understanding was

there. Children then used a range of materials to construct objects that use electricity, showing a good understanding of the properties of the materials they used. Children already use the computer confidently, using a graphics program to create pictures and patterns. They visited the church and know some of the similarities and differences between the church and the mosque, the Bible and the Qu'ran. Their work shows a good understanding of family structure, including the relative sizes of parents and children. They have carried out experiments and discovered that light is necessary to enable us to see. Overall, the very good planning and teaching generates enthusiastic and effective learning.

SUBJECTS IN KEY STAGES 1 AND 2

English

Provision in English is **good**.

Main strengths and weaknesses

- Very good lessons were seen in Years 1, 4, 5 and 6 and teaching is good overall
- There are good links between English and other subjects
- The provision for pupils with SEN is not good enough in Years 5 and 6
- There is some inconsistency in the quality of marking
- The quality of pupils' handwriting and presentation of work is not consistently good enough.

Commentary

42. Recent improvements in the leadership and management of English and the quality of teaching are successfully raising standards. The latest test results show an increase in the proportion of pupils achieving the higher levels. The new coordinator has evaluated the strengths and weaknesses in English and has accurately identified the strengths and areas for improvement. The subject action plan indicates a clear timescale for development and success criteria. The capacity for further improvement is good.
43. Standards are average in speaking, listening, reading and writing in Years 2 and 6. The development of speaking and listening skills has been prioritised to extend pupils' vocabulary and increase the range of opportunities to present their ideas across subjects. Pupils of all ages say they enjoy reading and describe their favourite authors, giving reasons for their preferences. Pupils in Year 6 enthusiastically describe favourite passages from text and predict events. A further strength in the teaching of reading is pupils' knowledge of phonics and ability to use their skills to read new words. Boys outperform girls in writing this year. Opportunities to write reports, biographies and letters have motivated boys and they enjoy writing. Cross-curricular links, for example to design and technology have also enhanced the opportunities to write instructions and evaluations within meaningful contexts. Girls also talk enthusiastically about their writing and are proud of the celebration of their work on display.

44. Teaching in lessons varied from very good to satisfactory and was good overall. In the very good lessons seen teachers used texts that were of interest to the age ranges and drama was also used very effectively to capture pupils' interest and enthusiasm. The pace of lessons was swift and precise questions engaged pupils of different abilities and ensured their inclusion. Relationships between teachers and pupils were at least good in all lessons and the small proportion of pupils with behavioural needs were managed well.
45. Although satisfactory overall, there is a weakness in the provision for pupils with SEN in Years 5 and 6. While all pupils have individual education plans, the targets are not precise enough to secure more rapid progress. In other year groups targets have been reviewed and the pupils' needs are met.
46. Pupils' work shows that sometimes the needs of less able pupils are not addressed well enough and expectations of handwriting and presentation are not consistently high enough. The quality of marking is also variable. This issue has been identified by the coordinator and new systems of marking have been introduced. The action taken is effective but has not yet had a chance to impact fully on learning. Tracking procedures have been introduced to measure rates of progress. While these have been used to set general targets for improvement, precise and achievable individual targets with short time scales have only recently been introduced for the younger pupils. The teachers' marking is not sufficiently linked to pupils' targets, especially in the oldest class.
47. The quality of resources is good and the schools' local mobile library service enhances the provision further. Teaching assistants work in partnership with teachers and follow carefully the guidance they receive to support pupils. They are eager to attend training and value the opportunities to extend their knowledge. Parents are encouraged to support their children and the school operates an open door policy to enable them to seek advice.

Language and literacy across the curriculum

48. There are some good examples of links developing between literacy and other subjects. For example, in history pupils write letters from the viewpoint of a soldier or nurse in the Crimean war. In design and technology they write instructions and review and evaluate the outcomes of their projects. ICT is used effectively to support word processing and the attractive presentation and publishing of pupils' work. Drama is also used well to provide opportunities for pupils to take on roles and explore alternative viewpoints.

Mathematics

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are below average in Year 6
- Assessment systems and target setting need improvement
- The subject co-ordinator has a clear idea of what must be done to raise standards
- Teaching is improving and standards have risen

Commentary

49. In the 2004 tests standards at the end of Year 2 and 6 were well below average. However, in both these years there was a high proportion of pupils with SEN, a third in Year 2 and a quarter in Year 6. Also, nearly a third of the Year 6 pupils had not spent all their time at the school, but had been admitted from other schools. A factor that particularly affected both last year's Year 6 and the present Year 6 pupils was the number of different teachers they have had during their time in school. However, standards are now beginning to rise, especially in the infants where standards are now average because the present Year 2 pupils have benefited from good stable teaching. This is not so marked in the Year 6 pupils, where standards are still below average, because these pupils have been longer in the school and have been more affected by teacher instability.
50. Although the school has recently adopted systems for accurate assessment, tracking and individual target setting, these are only really effective in Years 1 and 2 and to a lesser extent in the lower juniors because the younger these pupils are, the more they have benefited from recent improvements in teaching and having work that challenges them at an appropriate level. In the upper juniors work is sometimes too easy for higher attaining pupils who, as a result, do not achieve as well as they could. This was seen in a lesson where the 'Challenge Group' wasn't challenged and this then adversely affected the pupils' behaviour and attitudes in the lesson. Lower attaining pupils and those with special needs are also not always set work that is at their level. This particularly showed in the work scrutiny of these pupils where work was often too difficult resulting in unsatisfactory achievement.
51. Teaching is satisfactory overall. It is better in the infants where there is a firm emphasis on learning the basic skills and work is very well planned to meet all the pupils' needs and these pupils achieve well. This was seen in a very good lesson in Year 1 where different levels of challenge in subtraction and addition motivated all ability groups to achieve well. Throughout the school very skilled teaching assistants are used very well to support smaller groups. Good use of homework motivates Year 4 and 5 pupils and in this class, the way pupils with SEN are supported by a teaching assistant, has a positive impact on their learning. The whole school initiative on developing the teaching and learning of problem solving is starting to have results and across the school some good work is carried out in this area.
52. Leadership and management of the subject are satisfactory. The subject co-ordinator has drawn up a detailed action plan, which identifies the areas of weakness such as ensuring that all work is at a suitable level to provide an appropriate challenge for all pupils, involving pupils in self assessment and giving them well matched and relevant individual targets. However, this has only been drawn up recently. Although the issues are clearly identified, the school has only very recently started to address them. Consequently, many of the improvements are not yet embedded into the school's practice and are yet to make an impact on standards.

Mathematics across the curriculum

53. Good opportunities are provided for pupils to apply their mathematical skills in other subjects. Links with ICT are good and pupils are well aware of how to produce a range of graphs. There are also good examples of pupils' mathematical skills and knowledge being developed in science, geography and history. A good example is Year 4 and 5 pupils' construction of a graph to show the length of shadows in the playground.

Science

Provision is **good**.

Main strengths and weaknesses

- Standards are improving
- There are good links with other areas of the curriculum
- The subject leader has a clear view of how to improve the subject

Commentary

54. In the 2004 tests standards were below average in Year 6 but have improved across the school and are now average because of the better and more stable teaching and an interesting curriculum, which particularly challenges the more able pupils. This is an improvement from the previous inspection.
55. The quality of teaching and learning has improved over the last two years and is now good overall. There are some significant strengths in the teaching of the infants and lower juniors. In the upper juniors, the way different ability groups and particularly pupils with SEN are challenged and supported is a weakness. Throughout the school, teachers have good subject knowledge and use scientific vocabulary appropriately and consistently. Work is usually well planned to provide many good opportunities for pupils to design their own tests, investigations and experiments. Infant pupils learn about electricity through very good practical work and as a result they have good knowledge of how a switch works. Visits to science museums and 'Science Weeks' stimulate and interest pupils and lead to some high quality work on electrical circuits and space. There are good links with design and technology, such as when pupils design their own lunar bases with lighting and geared pulleys. Pupils use a variety of tables, charts and graphs to record their predictions and the results of their investigations. They are beginning to use a range of ICT resources in their science work such as when older pupils use spreadsheets to present their findings.
57. The leadership and management of the subject are satisfactory. There has been a smooth transition from the previous subject leader to the new one. The new subject leader, although inexperienced, has very good specialist knowledge of the subject herself and the recent initiative to improve the use and understanding of scientific vocabulary across the school has been successful. The pupils' work has been monitored and analysed and issues for improvement have been identified. There is a clear plan of how these will be addressed. For example, assessment systems have recently been improved and individual pupil targets have been set although not all teachers use these to influence their planning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Standards are above average in Years 2 and 6
- The good resources and knowledgeable teaching enable pupils to achieve well
- ICT is used well across the curriculum

Commentary

58. Pupils of all abilities develop and use the full range of skills in ICT well. Portfolios of work show competence in word processing from Year 1 onwards, good mouse control creating well-crafted graphics and, as pupils get older, good skills in combining text and graphics, amending both for different purposes such as posters, accounts and poetry. Pupils have access to a range of programmable toys in the Reception and Year 1 class and by the end of Year 2 their work shows above average competence in using the full range of the curriculum for ICT. Pupils in Year 6 access their individual folders on the computers with confidence and speed, discuss Powerpoint presentations and multimedia work knowledgeably and several have well-developed typing skills.

59. ICT skills are taught well. In the three lessons observed in the computer suite during the inspection pupils were expected to work independently following clear instructions introducing new learning. Pupils in Years 4, 5 and 6 entered data into Excel spreadsheets. The younger pupils, working with simpler data, converted their spreadsheets into bar charts. The same pupils used a music program to create music to reflect different moods for their space project. Although the teaching of new skills is good, occasionally the management of tasks in the computer suite results in pupils having little to do at times. The pupils' behaviour deteriorates as a result of this. Although teachers control this well, some pupils do not make the progress they are capable of.

60. There is a good curriculum and the subject is managed well. The computer suite, new since the last inspection, has made a good impact on the standards attained and teaching of the subject. There is a good development plan showing clear priorities and innovation.

Information and communication technology across the curriculum

61. A strength of the provision is that ICT is taught through other subjects. Almost all ICT work is to support learning across the curriculum. The oldest pupils' lesson was to support mathematics and pupils learnt to record and interrogate data. Pupils struggled with the mathematics, especially with the technical vocabulary such as "mode" and "median" although the ICT skills were good. Younger pupils organised their data relating to their science work, recording the readings taken from measuring the length of shadows at regular intervals. Throughout the school, pupils' work shows very good links with other subjects. Pupils have used the Internet to research chair design for their design and technology work, for example, and to make posters for SWAC [Schools' Waste Action Club]. They have written newspaper reports, created instructions and flow charts and kept a "water diary" in connection with their healthy living project. The recent science and technology week resulted in good quality models

using control interfaces in Years 4 and 5. In this school ICT is used very effectively as a tool to support learning.

HUMANITIES

62. No lessons were observed in **history**. In discussion, pupils shared their experiences of their study of World War 2 and the value and enjoyment of their visit to London to see the centre of operations and decision making at Downing Street. Good links with literacy are evident in history as pupils write letters describing events in a wartime location from several points of view, for example a soldier or a nurse.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teaching of excellent quality was seen in one lesson
- Good quality artefacts to support learning
- Good links with the local church and chapel

Commentary

63. Discussion with pupils in Year 6 indicates that standards are in line with the expectations of the Lincolnshire Agreed Syllabus, although the only lesson observed was for the youngest pupils. Discussions with staff and pupils and sampling of planning and pupils' work show attitudes to the subject are positive and there is satisfactory coverage of the curriculum.

64. In discussion, pupils in Year 6 talked enthusiastically about religious education. They recalled stories from the Bible, many of them told by church leaders when they visited the school. They showed interest in other religions and spoke eagerly about a visit made to a temple in Leicester. They have good knowledge of different religions and name holy books accurately. There are very good displays which include artefacts. These heighten awareness of similarities and differences between different faiths.

65. In an excellent lesson in Year 1 pupils were introduced to Islam. The lesson featured a very good range of artefacts that interested the pupils. Learning was excellent as they modelled using prayer mats. The teacher inspired pupils and they listened and responded with sustained concentration. All pupils were fully engaged, very keen to ask questions and eager to share their opinions.

66. The sampling of pupils' work shows pupils understand the importance of signs, symbols and artefacts in religion. The quantity of work was small and did not reflect the level of interest and knowledge of pupils evident in discussion.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- There are good links with literacy and ICT
- Good emphasis placed upon providing relevant first hand experience within the curriculum

Commentary

67. The standards achieved in geography in Years 2 and 6 are average. The curriculum reflects the links between geography and history. All pupils, including those with SEN, enjoy the challenges set by their teachers, for example, when investigating the route taken by rainwater as a preliminary activity to map work as part of a river study. Pupils use correct vocabulary in their descriptions and there are good links with literacy. Learning assistants provide good support for pupils. The interactive approach to teaching and learning is effective. The focus on the local river study enables pupils to gain a good knowledge of its special features. Atlases are used well to enable pupils to locate important rivers in other countries. This extension work was of very good quality and accelerated learning.
68. There was excitement in the Year 1 class when pupils learned about the work of travel agents. Good role modelling and the use of drama motivated pupils well. The lesson was taught by a teaching assistant and demonstrated a very good example of teamwork to support teaching and learning.
69. In discussion pupils in Year 6 competently make comparisons between Lincolnshire and other parts of the country. Farming issues were discussed enthusiastically. Pupils were very clear about health and safety issues and this reflected well on their personal development and responsibility. This was a very good example of the action taken to bring relevance to teaching and learning.
70. Good use is made of display across the school. Attractive posters and a range of different types of maps heightens pupils' awareness of other times and places. Very good use is made of information and communication technology. Websites are identified to enable pupils to gain further information in their independent research. Additional links were made with ICT in geography when graphical modelling was used to display work on plans for the playground.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. No art and design, design and technology or music lessons were observed during the inspection and only one physical education lesson was seen. It is not possible to evaluate the quality of the provision in these subjects. Inspectors talked to pupils and looked at planning and samples of work.
72. Pupils' work shows they have experienced an appropriate range of techniques for **art and design**. There are good displays of work with textiles in the hall, linked to pupils' spiritual, moral, social and cultural development. Pupils have studied the art of different cultures through their work in religious education and history. Pupils in Years 4, 5 and 6 have used clay to make "Indus Valley" pots and artefacts. Artwork on the walls and in pupils' work shows an appropriate development of skills and techniques

through the school and there are strong links with other subjects. Pupils take a pride in their work and the good quality displays show that teachers value their efforts.

73. **Design and technology** is a strong feature of the curriculum. Following the recent science and technology week, pupils throughout the school have produced good quality working models, including monsters using pneumatics, levers and gears, some using electrical circuits and control interfaces. Pupils plan, design, make, evaluate and amend their work, giving detailed accounts of the processes. Their work is accurately crafted and well finished. The school's portfolio of work shows that there is a purpose to the pupils' work. The school council, for example, is in the process of designing the junior playground using money donated by the Parents and Friends Association. Younger pupils have designed hats for different purposes and homes for animals or humans to fulfil set criteria. Pupils have covered the full range of the curriculum and although no judgement can be made about the quality of the teaching and learning, the work would indicate that pupils achieve well.
74. Pupils' progress in **music** was unsatisfactory at the time of the last inspection. Discussion with pupils shows that they enjoy the subject. There is a popular music club weekly after school, funded by the "New Opportunities Fund" and pupils indicate that they enjoy playing instruments although no formal tuition for playing orchestral instruments is available in school. There are opportunities for pupils to perform, including the Christmas concert, and during the inspection pupils used a computer program to create music to depict different moods. There is a sound curriculum for the subject. Although pupils sing in assemblies daily and have a weekly singing practise music lessons are not taught every week and there were no lessons in the infants or the juniors during the inspection. It is not possible to evaluate if pupils' progress has improved. There is an appropriate range of resources including tuned and untuned percussion instruments.
75. Only one gymnastics lesson was seen so no judgement on standards across the **physical education** curriculum can be made. However, in gymnastics standards are in line with national expectations and all pupils achieve to satisfactory levels. The teaching was good in the lesson observed. The teacher made good use of pupils' demonstration to illustrate good efforts and pupils learnt effectively as they worked in pairs to improve their sequences. From conversations with teachers and pupils and looking at the planning it is evident that the requirements of the National Curriculum are met and that provision in physical education is satisfactory. The school has good grounds and outdoor space and facilities, and a good-sized hall. Pupils state that they enjoy a range of games and activities after school. Older pupils also have the experience of residential visits, which include adventurous outdoor activities and promote good personal development through team building activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

76. The school provides a good range of opportunities for pupils' personal, social and health education. They are encouraged to consider the lives of people less fortunate themselves, they support charity work and there is an impressive collection of letters thanking pupils for their commitment. Pupils care about the environment and take part in local projects such as recycling.

77. The school is involved in the healthy eating initiative. Older pupils appreciate the support they get when discussing issues relating to drugs and learning about sex and relationships. Pupils appreciate their increased responsibilities as they mature and are encouraged to take an increasing responsibility for the day-to-day tasks within the school community. For example, they volunteer to prepare the hall for assemblies. They have good opportunities to learn about the wider community through focused curricular events such as the "Faith Week".
78. Good quality visits support the understanding of individual responsibilities and decision making in the local rural community and the multi-cultural city of Leicester. Pupils visited Downing Street, the Houses of Parliament and the cabinet rooms in their studies of the Second World War. This heightened their awareness of their responsibilities to their community.
79. The School Council makes a positive contribution to decision making as pupils vote for representatives and share in policy making to bring about improvement. Meetings provide opportunities for pupils to identify priorities, consider costs and to plan and negotiate the implementation of proposals, for example, when planning improvements to the Junior playground.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	4
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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

