

INSPECTION REPORT

SUTTON ST JAMES COMMUNITY PRIMARY SCHOOL

Sutton St James, Spalding

LEA area: Lincolnshire

Unique reference number: 120420

Headteacher: Mr S Cleland

Lead inspector: Mr K Williams

Dates of inspection: 13th – 15th June 2005

Inspection number: 268016

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: 150

School address: Bells Drove
Sutton St James
Spalding
Lincolnshire
Postcode: PE12 0JG

Telephone number: 01945 440209
Fax number: N/a

Appropriate authority: Governing body
Name of chair of Mr Peter Horsfield
governors:

Date of previous 1st March 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Sutton St James is a smaller than average community primary school with 150 pupils on roll. The pupils join a Reception and Year 1 class at the beginning of the autumn term. Their attainment on entry to the school covers a range of abilities but, overall, it is below average. Almost all of the pupils are of white backgrounds and no pupils are learning English as an additional language. Forty-five pupils have been identified with special educational needs, including four who have a Statement of Special Educational Needs. A below average proportion of pupils (four per cent) are eligible for free school meals. The headteacher has been in post since the beginning of the school year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21074	Keith Williams	Lead inspector	Science; art and design; design and technology; physical education; the Foundation Stage
11437	Anthony Anderson	Lay inspector	
18568	Mary Sinclair	Team inspector	Mathematics; information and communication technology (ICT); geography; history
32207	Jennifer Thomas	Team inspector	English; religious education; music; special educational needs; personal, social and health education

The inspection contractor was :

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides an **acceptable standard of education but has some serious weaknesses**. By the end of Year 6, the pupils reach the expected standards in reading and mathematics, but standards in writing and science are below average and the pupils underachieve in these important areas. The leadership and management are satisfactory overall, but progress in improving the quality of teaching has been too slow. Consequently, the teaching and learning, particularly in Years 3 to 6, is unsatisfactory. The school currently gives unsatisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in writing and science should be higher
- The work planned does not sufficiently meet the needs of pupils of different age and ability
- The more able pupils achieve well in mathematics
- Although a check is kept on the quality of teaching, there has been a lack of rigour in ensuring that the weaknesses identified are improved
- The children in Reception make a good start to their education
- Too little is done to improve the pupils' rate of attendance
- Although links with parents are improving, there is still more to be done
- Good use is made of visits to enrich the pupils' learning and they have good opportunities to take part in sport

The school's effectiveness has declined since its last inspection in 1999 and standards are lower in English and science. Reasonable progress has been made in addressing the key issues: the school improvement plan has improved significantly; there are better outdoor facilities for children in Reception and the work done to improve the provision in ICT has resulted in standards that are now in line with those expected.

STANDARDS ACHIEVED

In recent years, Year 6 national test results have been rising at a faster rate than the national picture. The results for pupils in Year 2 have shown a similar rate of improvement and, in 2004, they were well above average in reading and writing and average in mathematics. The results for reading and writing were above those found in similar schools, while those for mathematics were below average.

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

Inspection evidence indicates that the **achievement of most pupils**, including those with special educational needs, **is satisfactory**, but it is unsatisfactory in writing in Years 1 to 6 and science in Years 3 to 6. Across the school, more able pupils achieve well in mathematics. The attainment of pupils on entry to the school covers a broad range and varies from year to year but, overall, it is below average. The pupils in Reception achieve

well and most are in line to reach the goals expected of them by the end of the year. By the end of Year 2, standards in reading, mathematics and science are average and they are below average in writing. Standards in reading and writing are lower than those seen in the previous year's test results. By the end of Year 6, standards in English, particularly writing, and science are below average and they are average in mathematics. Standards in information and communication technology (ICT) and religious education are in line with what is expected of pupils of this age.

The pupils' **personal development, including their spiritual, moral, social and cultural development, is satisfactory**. The pupils' attitudes to school and their behaviour are satisfactory overall. While most pupils often behave well, a few pupils do not, particularly when the work planned is not well matched to their needs, and this has a negative impact on their learning. There have been a large number of exclusions in the last year, attendance is below average and a few pupils are regularly late.

QUALITY OF EDUCATION

The quality of education provided by the school is unsatisfactory and the teaching and learning are unsatisfactory overall. Within this picture there is some variation. The teaching of children in Reception is good, which contributes to the good start that they make. The teaching in Years 1 and 2 is satisfactory and, overall, it is unsatisfactory in Years 3 to 6. Across the school, good teaching and learning was seen in a quarter of the lessons, for pupils in Reception, Years 1 and 2 and Years 4 and 5. However, about one in five lessons were unsatisfactory. The shortcomings include teachers making too little use of assessment information to monitor the pupils' progress and ensuring that the work planned meets their specific needs. In too many instances, the work is pitched at too high a level and there is too little engagement with the pupils as they work. As a result, the lower ability pupils soon lose interest and, particularly the younger ones, begin to disrupt the lesson. This is sometimes compounded by over-long lesson introductions which mean that the pupils are inactive for too long. The unsatisfactory use of assessment is reflected in the way that the work is marked, which is often poor and gives the pupils too little information to help them improve.

The school provides a satisfactory curriculum, enhanced by a good range of enrichment activities, particularly visits and sporting opportunities. The care and welfare of the pupils are satisfactory and they are offered sound guidance and support. Good steps are taken to ensure that the pupils are involved and consulted about the running of the school. Links with parents are improving but are unsatisfactory. The school has established satisfactory links with other schools and good links with the community.

LEADERSHIP AND MANAGEMENT

The leadership and management are satisfactory, although there are some weaknesses. The headteacher took up the post in September 2004, after a period of disruption to the school's leadership. He provides satisfactory leadership, is working hard to move the school on and has quickly established a productive relationship with the governing body, which is ensuring that they are better informed and able to play a strategic role in the school's development. Together, they are building up a picture of the school's strengths and weaknesses and have the capacity seek improvement. The main focus has been on improving behaviour; advice has been sought and strategies have been introduced, but these are not having the desired impact because there is too little emphasis on promoting good behaviour. Although a check is kept on the teaching and areas for development are identified, too little is done to ensure that these improvements are achieved. The teachers share responsibility for co-ordinating the developments in subjects,

but they have too little influence on the teaching and learning, particularly in English, science and the core subjects. Finances are well managed.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

A significant proportion of parents are unhappy about aspects of the school's work, particularly in relation to the pupils' behaviour, bullying, information about how their children are getting on and homework. Inspectors agree that a small number of pupils misbehave. Inspectors saw no evidence of bullying, but the schools records indicate that such incidents occur and are dealt with. The range of information provided to parents is similar to that in most schools. Homework is generally used appropriately, but is inconsistent across the school. Most pupils are satisfied with the school, but a significant minority do not find lessons interesting, would like more help when they are stuck and express concerns about behaviour.

IMPROVEMENTS NEEDED

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

- Raise standards in writing and science
- Improve the quality of teaching and learning through more rigorous monitoring activities
- Ensure that the work planned for the mixed-age classes takes account of the pupils' different ages and abilities
- Increase the pupils' rate of attendance
- Continue to improve links with parents

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The evidence of the inspection confirms that the pupils' achievement is satisfactory overall, although there is some variation across the school. By the end of Year 2, standards in reading, mathematics and science are average and in writing they are below average. By the end of Year 6, standards in English, particularly writing, and science are below average and they are average in mathematics.

Main strengths and weaknesses

- Standards in writing and science should be higher
- The more able pupils achieve well in mathematics because they are suitably challenged
- The children in Reception make a good start to their education

Commentary

1. The attainment of pupils on entry to the school varies from year to year and covers a broad range but, overall, it is below average. The good provision for the Reception children enables them to make a good start to school and the majority are on track to achieve the goals expected of them by the end of Reception.
2. The results of the national assessments for pupils in Year 2 in 2004 were well above average in reading and writing and average in mathematics. When compared with similar schools, the results for reading and writing were above average, while those for mathematics were below average. The percentage of pupils reaching the higher Level 3 was well above average in reading and writing and below average in mathematics. In recent years, the results have been improving at a faster rate than the national picture.
3. Inspectors found that the pupils' achievement in Years 1 and 2 is satisfactory. By the end of Year 2, standards are average in reading, mathematics and science and they are below average in writing. Standards in writing should be higher because pupils of differing ability are insufficiently challenged and an occasional over-reliance on work sheets limits writing opportunities.

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

Standards in:	School results	National results
reading	17.6 (15.2)	15.8 (15.7)
writing	16.3 (14.8)	14.6 (14.6)
mathematics	16.5 (14.8)	16.2 (16.3)

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

4. In the 2004 national tests for pupils in Year 6, the results for English were average when compared with all schools nationally, while those for mathematics were well above average and, in science, they were below average. When compared with similar schools, the results for mathematics were average, but those for English and science were well below those levels. The proportion of pupils achieving the higher Level 5 was

average in English, well above average in mathematics and below average in science. In recent years, the results have been improving at a faster rate than the national picture, from a low base in 2001.

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

Standards in:	School results	National results
English	27.3 (24.4)	26.9 (26.8)
mathematics	28.9 (26.3)	27.0 (26.8)
science	28.1 (26.8)	28.6 (28.6)

There were 22 pupils in the year group. Figures in brackets are for the previous year

- Inspectors found the achievement of most pupils in Years 3 to 6 is satisfactory overall, but is unsatisfactory in writing and science. By the end of Year 6, standards in English, particularly writing, and science are below average and they are average in mathematics. Standards in English and science should be higher because the work planned in not well matched to the pupils’ differing needs. As a result, too few of the more able pupils achieve the high levels of which they are capable, while many lower ability pupils find the work too difficult. The level of challenge for the more able pupils is more appropriate in mathematics, which means that they achieve well. Across the school, the pupils with special educational needs generally make satisfactory progress and achieve appropriately because of the support they receive from the support staff. They make sure that they understand their work and are able to play a full part in lessons.
- In other subjects, standards in information and communication technology, religious education (RE) and physical education (PE) are in line with what is expected of pupils of this age. Although standards in ICT are rising, they could still be higher because the pupils have too few opportunities to use computers to support their work in other subjects. Strong links are made between the pupils’ work in RE and their personal, social and health education, which aids their understanding, and they are developing a sound understanding of other religions. The pupils enjoy PE lessons, work hard and their progress is enhanced by opportunities outside of lessons.

Pupils’ attitudes, values and other personal qualities

The pupils’ attitudes to school, behaviour and personal development, including their spiritual, moral, social and cultural development, are satisfactory. Attendance is poor and a small proportion of pupils are regularly late.

Main strengths and weaknesses

- The school places too little emphasis on promoting good behaviour, attitudes and attendance
- The children in the Reception are keen and interested in their work and eager to learn

Commentary

- Overall, the pupils’ attitudes to school are satisfactory. The majority of pupils like school and are willing to participate in all that it has to offer. They contribute in lessons and readily take part in extra activities at playtimes and after school. A minority of pupils are indifferent towards

school and, for some, this is because they find their work difficult or uninteresting. A few pupils struggle to cope when the tasks set are not well matched to their capabilities and, when they cannot engage, they lose interest. Most pupils behave appropriately and comply with rules and requests. Playground relationships are good and there was no evidence of bullying during the inspection. In lessons, many pupils listen well, readily answer questions and work hard. Most of those pupils with special educational needs work hard, have satisfactory relationships with teachers and support staff and become more confident as they move through the school. The children in Reception soon settle into class routines. They are eager to learn and show good maturity, particularly in the way they move around the classroom and outdoor area to select activities for themselves or work under the guidance of an adult.

- The behaviour of a few pupils is poor and these pupils disrupt others who are keen to learn. This is reflected in a large number of exclusions in the previous school year. The headteacher staff and governors are endeavouring to improve behaviour and reduce the incidence of exclusions by establishing a code of conduct that includes rewards for appropriate behaviour and an increasing scale of sanctions to address the poor behaviour. While the sanctions being implemented may be necessary for one or two pupils, they are not working for the school as a whole as there is a lack of balance in the approach. Attention is given to pupils who misbehave rather than to those pupils who behave well and there is too little emphasis on developing positive behaviour management strategies in classrooms to promote and celebrate good behaviour.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	148	37	0
Asian or Asian British – Indian	2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

- Figures from the last school year show that levels of attendance are below the national average. However, current data indicates that the attendance rate has declined in the present school year. The school is not sufficiently proactive in monitoring absences, identifying patterns and promoting good attendance. A small but significant proportion of pupils are regularly late.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.1
National data	5.1	National data	0.4

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

- Overall, the pupils’ personal development is satisfactory. They benefit from lessons that foster their curiosity and help them to think more deeply about themselves. In a science lesson, for example, there was a sense of awe and wonder as pupils learnt about a baby’s changing needs. Personal, social and health education (PSHE) lessons provide opportunities for the pupils to explore their emotions and consider the principles that inform the decisions that they make for themselves. The pupils’ self-knowledge is not well developed, however, as they are not involved sufficiently in evaluating their own

work and behaviour, and those of others, and identifying ways in which these could be improved.

11. The recently appointed School Council is raising pupils' awareness of the contribution they can make to the life of their school and council members sought pupils' views before new play equipment was purchased. 'Playground pals' have responsibility for looking after this equipment and learning mentors supervise playtime games. To encourage individuals to act responsibly towards each other, they are asked to nominate others who show care and respect towards them so that their efforts may be celebrated in a school assembly.
12. Teachers incorporate suitable opportunities into the curriculum for pupils to develop their understanding of cultural traditions. These include a puppet theatre show followed by a workshop and an African arts day. As pupils have limited experience of other cultures in their own community, they would benefit from exploring a wider range of cultures in school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides an unsatisfactory quality of education and the teaching and learning are unsatisfactory. The curriculum is satisfactory and there are satisfactory arrangements for securing the care, welfare, health and safety of the pupils. Links with parents are unsatisfactory. There are good links with the local community and satisfactory links with other schools.

Teaching and learning

Teaching, learning and assessment are unsatisfactory.

Main strengths and weaknesses

- Too little use is made of assessment information to match work to pupils' differing needs and inform them about how they can improve
- The teaching and learning in Reception are good because of the supportive environment and the good opportunities for the children to make choices and decisions about their work
- Lesson introductions are often too long and too little is done to encourage and engage the pupils, particularly those who misbehave

Commentary

13. The quality of teaching is unsatisfactory but within this overall judgement there is considerable variation. The teaching for the children in Reception is good and so they make a good start to their education and achieve well. The teaching in Years 1 and 2 is satisfactory while, in Years 3 to 6, it is unsatisfactory overall. Across the school, teaching was unsatisfactory in a fifth of the lessons seen. Good teaching was seen in a quarter of lessons in Reception, Years 1 and 2 and Years 4 and 5.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
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0	0	8 (25%)	18 (56%)	6 (19%)	0	0
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The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

14. The teaching in Reception is good overall and has strengths that ensure that the children make a good start to school, make good progress and achieve well. The teacher plans to ensure that there are opportunities for the children to have access to all six areas of learning and to the literacy and numeracy strategies. The teaching assistant and other adults support individual and group activities effectively and make a significant contribution to helping the children to behave well and concentrate on their tasks. The children feel secure and gain confidence in the supportive environment. There are appropriate arrangements to check on what the children know, understand and can do and the information is used effectively to plan the next steps that the children need to take. There is a good balance of activities guided by adults and those selected by the children, which aids the development of independence.

15. The evidence from lessons and from a scrutiny of the pupils' work highlights weaknesses that are slowing the progress made by the pupils, particularly in English in Years 1 and 2 and in science in Years 3 to 6. Assessment arrangements are unsatisfactory overall and insufficient use is made of the information gained to match the work to the pupils' needs. On too many occasions, the same work is planned for pupils of different ages and ability in the mixed-age classes. As a result, the more able pupils are insufficiently challenged to reach the high levels of which they are capable. When the work is pitched at too high a level for the lower ability pupils, they become disengaged from the lesson and those who misbehave disrupt their own learning and that of others. This is sometimes compounded by lesson introductions that are over-long, which reduces the time available for the pupils to work independently and limits the pupils' active involvement. Where the teachers are too quick to employ the school's behaviour management strategies, these pupils are removed from lessons before other means of capturing their attention are fully utilised.

16. Where good teaching was seen, the teachers ensure that there is a high level of involvement from the pupils, the work is well matched to their needs and skilful questioning aids the on-going assessment of their progress. One of the features of the unsatisfactory teaching was the lack of engagement of the teachers in the pupils' learning once the pupils were working at their tasks. Opportunities to assess and extend the pupils' understanding as they worked were, therefore, missed. Marking, in many cases, is perfunctory and provides too little information to help the pupils understand how well they are doing and how they might improve. Those pupils with special educational needs generally make satisfactory progress because of the additional help they receive, individually and in small groups, from the support staff. The learning mentors have a positive impact on the pupils they support.

The curriculum

The curriculum is satisfactory and there are good opportunities for enrichment. The accommodation and resources are satisfactory.

Main strengths and weaknesses

- The school organises a good range of visits and visitors to support learning and there are good opportunities for the pupils to participate in sports

- There are too few opportunities for the pupils to practise their writing skills

Commentary

17. The satisfactory curriculum meets statutory requirements and the school ensures that all pupils have equal access to all that it has to offer. The children in Reception have access to all of the areas of learning and there is a good balance between activities led by adults and those selected by the children. This makes a positive contribution to the good start made by the youngest children. A secure, outdoor learning area has been created since the last inspection and plans to expend and improve the facilities are well in hand.
18. A good range of visits, visitors and additional experiences outside classes enhance the learning. For example, an African Arts day contributed well to the pupils' spiritual, social and cultural development. The pupils have good opportunities to participate in sport through a range of extra-curricular activities, competition against other schools and the use of specialist coaches. Membership of the cluster of local schools enhances the curriculum by providing opportunities for schools to share ideas and training and plan joint activities such as dance and drama.
19. The curriculum for ICT has improved since the school was last inspected although pupils' skills are not used sufficiently to support learning in other subjects. Furthermore, the amount of work recorded in science, history and geography is limited. This means that additional opportunities for the pupils to practise their language and writing skills are missed and writing skills are below average.
20. The provision for those pupils with special educational needs is satisfactory and meets statutory requirements. Individual education plans are reviewed at least twice a year and include measurable targets to help the pupils to improve. However, there are too many pupils identified as having special educational needs, which makes it difficult for teachers to respond meaningfully to all of the targets on the pupils' individual education plans. The needs of many of the less able pupils could be met instead by setting them appropriate learning tasks in lessons.
21. Visitors enhance provision for pupils' personal, social and health education; for example the police teach road safety and the school nurse talks about health, relationships and personal hygiene. A school council has been formed recently and there are good plans to develop its role.
22. The school has positive links with the local secondary schools. Year 5 and 6 pupils make several visits to Peele School and George Farmer Technology College and colleagues from these schools visit Sutton St James to meet with staff and to get to know the pupils. There are sufficient teaching and support staff with appropriate qualifications and experience to meet the demands of the curriculum. Resources for learning are now satisfactory in all subjects. The accommodation is good and the playground has been improved since the last inspection. The school is exploring ways of improving the ICT suite.

Care, guidance and support

Care, guidance and support for pupils are satisfactory and the school takes good account of the pupil's views.

Main strengths and weaknesses

- Child Protection procedures effective
- The teaching and support staff know their pupils well
- The school consults closely with the pupils and involves them in its work
- The school is aware of a small number of minor health & safety issues

Commentary

23. Child protection systems and procedures are effective and all staff know the identity of the reporting person. The staff provide a good level of welfare and pastoral support to the pupils based on their good knowledge of individuals. The pupils' academic performance and their personal development are monitored formally and informally but too little use is made of the information from assessments to help and advise the pupils. The school keeps appropriate records of the progress made by those pupils with special educational needs. Individual education plans are reviewed regularly and include measurable targets to help them improve.
24. The school operates a first aid system for minor accidents and records are maintained. Occasional fire drills are undertaken to ensure the pupils are aware of the correct exit routes in the case of a real emergency. The school carries out medical administration with the written permission of parents. Formal checks of the school site are appropriately regular and the school undertakes risk assessments for visits out of school.
25. The pupils' social, moral and personal development is supported by PSHE lessons and circle time (where the pupils have the opportunity to discuss important issues and resolve difficulties). The school acknowledges pupils' achievements through the praise given to them in the classroom and, more formally, in regular sharing and presentation assemblies. The school council is used effectively in the promotion of pupils' personal development and in ensuring that every child has a voice in the way the school is run and managed.

Partnership with parents, other schools and the community

Links with parents are unsatisfactory. The school benefits from good links with the local community and satisfactory links with other schools.

Main strengths and weaknesses

- A significant proportion of parents express concerns about the school
- The school utilises the community well to support the curriculum

Commentary

26. Although communication with parents is improving, the present relationship between school and home is unsatisfactory. A significant minority of parents who took part in the consultation prior to the inspection had mixed views of the school. There were particular concerns about the way they are informed about their children's progress, the behaviour of a minority of the pupils, bullying and homework.

27. Since his appointment, the headteacher has attempted to improve the links with parents and this is recognised and appreciated by many parents. However, there is still some way to go. The information provided by the school through the prospectus, annual governors' report and regular newsletters is of a satisfactory standard. Inspectors agree with parents that there are shortcomings in the annual reports on their children's progress. Although of a satisfactory quality overall, many of the targets for development included in the reports are not specifically related to the individual pupil and do not always make it clear what the pupil needs to do to improve. Inspectors agree that a small number of pupils misbehave and that the new strategies are not yet used effectively. Much of the misbehaviour occurs when these pupils are disinterested in the activities, usually when the work is not set at an appropriate level. Inspectors saw no evidence of bullying, but the school's records indicate that such incidents occur and are dealt with. However, the school needs to do more to involve parents and ensure that they are made aware of any action taken. Homework is generally used appropriately, but is inconsistent across the school.
28. The links between the school and the parents of pupils with special educational needs are satisfactory. Parents are invited to meetings to review their child's progress.
29. The school has good links with its rural, local community, including the local church, and makes good use of local facilities to enhance and enrich the pupils' experience. For example, many of the older pupils took part in an arts project at a local secondary school and the resulting textile panels are to be displayed at the Hub Gallery in Sleaford. The school has satisfactory links with local primary and secondary schools.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are satisfactory.

Main strengths and weaknesses

- The headteacher works effectively with the governing body to ensure that they are better informed and are able to play an increasingly strategic role in the school's development
- Although a check is kept on the quality of teaching, there has been a lack of rigour in ensuring that the weaknesses identified are improved
- Subject leaders have too little influence over teaching and learning in their subjects
- Finances are well managed

Commentary

30. Since his appointment in September, and after a period of disruption to the school's leadership, the headteacher has worked hard to establish consistency in the teaching and learning and improve the quality of education on offer. The pupils appreciate the way they are consulted about matters of importance in school and the setting up of the school council has placed this approach on a more formal footing. He has quickly established a clear view of areas of strength and has identified correctly those aspects that require improvement. Parents report that the quality of communication between home and school has improved, although there is still much to be done. A particular success has been the headteacher's contribution to ensuring that the governors are fully informed and they are developing a range of strategies to enhance their knowledge of strengths and weaknesses. Together, the headteacher and governors are slowly increasing their effectiveness and they have the capacity to improve still further. There

remain, however, significant areas of weakness and the school leaders recognise the importance of increasing the pace at which improvement is secured.

31. Procedures for monitoring teaching and learning have been established. However, this monitoring has not been sufficiently rigorous and, as a result, there is still too much unsatisfactory teaching across the school, which has a detrimental impact on the pupils' learning and their achievement. Although areas for development are shared with staff, there are no clear and effective ways of ensuring that improvement is achieved within an agreed timescale and there is an insufficient link between these performance management activities and the professional development of staff. A significant priority has been to improve the behaviour of a few pupils who misbehave. Advice has been sought and strategies have been introduced. These are not having the desired impact because, although the strategies are appropriate for a few of the pupils, they are being applied to all, and there is an under-emphasis on encouraging, rewarding and celebrating good behaviour and positive attitudes. Although this happens successfully in assemblies and other more formal occasions, this is not reflected in lessons and the approach varies from class to class. Much of the poor behaviour stems from situations where these pupils are not fully engaged in the lessons, either because the work is pitched at too high a level for them, or because they become bored by mundane tasks or too much talk from the teacher.
32. The teachers share responsibility for co-ordinating the developments in subjects but, overall, subject leadership is unsatisfactory. In mathematics, the co-ordinator has been instrumental in identifying what is working well and what should be improved and this has ensured that the pupils' achievement is satisfactory. In other subjects, however, the subject leaders have too few opportunities to guide development and too little influence, particularly in evaluating the quality of the pupils' learning and ensuring that it improves. The arrangements for managing those pupils with special educational needs are satisfactory and the Reception class teacher provides good leadership for the children in the Foundation Stage.
33. Most governors are new to the role and were appointed within the last three years. They are becoming increasingly influential in decision making and have established an effective structure of committees who oversee important aspects of the school's work. Some governors visit regularly and individual governors link with the co-ordinators for literacy, numeracy, SEN and child protection. Some governors have had formal opportunities to observe lessons. Important recent additions include working parties for workforce remodelling, communications and behaviour. Governors' involvement in school development planning has, in the past, been very limited but, as part of their increasingly effective partnership with the headteacher, they have a clear plan for increasing their influence. The finance committee meets regularly and has made some difficult decisions about staffing. They maintain a good over-sight of spending and are well supported by the school administrator, ensuring that appropriate regard is paid to the principles of best value. The school spends its additional funding for those pupils with special educational needs appropriately to provide additional support for these pupils and to improve resources for learning.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	366,220
Total expenditure	336,340
Expenditure per pupil	2,402

Balances (£)	
Balance from previous year	13,394
Balance carried forward to the next	30,440

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision in the Foundation Stage is **good**.

Main strengths and weaknesses

- The children respond well to the supportive environment and make a good start to their education
- There is a good balance of activities led by the staff and those chosen by the children
- A close check is kept on the children's progress
- The outdoor provision has improved since the last inspection and is now very good

Commentary

34. The children join a mixed-age class of Reception and Year 1 pupils at the start of the school year. At the time of the inspection, there were 15 Reception children in the class, together with 14 pupils from Year 1. The attainment of the children when they first start school varies from year to year and covers a broad range but, overall, it is below average. The children enjoy coming to school and soon settle into the routines of the class. They achieve well in the supportive environment and most are in line to reach the goals expected of them by the end of Reception in each area of learning. The class teacher leads the Foundation Stage well, working closely with the teaching assistant and student to keep a close check on how the children are doing. The information gained from these assessments is well used to plan the next steps in the children's learning. With the support of the LEA, the planning has been reviewed and modified and achieves a good balance of adult-directed activities and opportunities for child-initiated activities. Outdoor provision has improved since the last inspection and plans are well in hand to develop the facilities further.
35. The children achieve well in their **personal, social and emotional development**. Many of the children attend the pre-school group, held on the school site, prior to joining the school and they benefit from the good links between the two establishments. A carefully structured programme of visits helps them to settle in quickly, a view shared by almost all of the parents who took part in the consultation with inspectors. The teacher has high expectations of how the children should behave and they work and play in an orderly and secure environment. Relationships amongst the children and with the adults who work in the class are positive. The staff ensure that all of the children, including those with special educational needs, are able to take part in all of the activities and achieve well. The children work well with the pupils from Year 1 who provide good models of how they should behave and work together. The children develop independence through the many opportunities they have to make choices and decisions about their work. They concentrate well and move sensibly between activities. The classroom is appropriately laid out to encourage them to gather materials and equipment for themselves. The children join the other pupils for playtimes.
36. The children arrive at school with a range of **communication, language and literacy** skills. For many of them, their skills are below those typically found, particularly in reading and writing. They make good progress, achieve well and most are in line to reach the goals expected of them by the end of the year. This area of learning is well

taught. A high priority is given to developing speaking and listening through discussions and less formal occasions as the children work. All of the adults use questioning well and give each child the chance to express their thoughts. The children listen well, learn to take turns to speak and increase their vocabulary by sharing their news, talking about stories, singing songs and rhymes and through play. The children have a developing knowledge of letter sounds, recognise some words and use their skills to identify the initial sounds of unfamiliar words. Many opt to share a book during the sessions when they are able to choose their activities. The children are encouraged to use their developing knowledge of letter sounds to help them to begin to write unfamiliar words independently and many know that a sentence begins with a capital letter and ends with a full stop. As the year has progressed, there has been much less reliance on using worksheets for the children to record their work, which has aided the development of independent writing. They are supported well by the adults when they write, for example when writing postcards about an imaginary adventure. Very occasionally, explanations are over-long, which limits the time available for the children to have a go for themselves.

37. The children are making good progress in their **mathematical development** and most are on track to reach the goals expected of them by the end of reception. There is a strong emphasis on practical activity and making effective use of the children's enthusiasm for counting and using numbers. Every opportunity is taken for the children to match and sort and to count, for example, through songs, rhymes and during registration. The story of Jack and the Beanstalk has helped develop an understanding 'taller' and 'shorter' and given an early experience of using standard measures. Most can count and order numbers to 10 and beyond and they learn to record simple additions.
38. Good provision is made to develop the children's **knowledge and understanding of the world**. They have regular opportunities to explore the properties of sand and water and use construction toys. The children predict which materials will be waterproof and enjoy testing their hypotheses. They have regular opportunities to use the computer suite. Their keyboard and mouse skills are developing well and they learn about control technology by guiding 'Thomas the clown' to deliver the post. The children handle a range of tools and materials competently and confidently and they achieve well.
39. The children have regular opportunities to extend their **physical development** in the outdoor play and in PE lessons in the hall. They shared the wheeled toys and other equipment well, showing a good awareness of the space available and being careful in the midst of others. The children are making good progress in their control of pencils and scissors. A suitable range of activities are planned to promote the children's **creative development** and they achieve well. There are many opportunities to sing and they particularly enjoy action songs and rhymes. The dressing-up clothes are well used as groups of children act out stories. They use bold strokes as they paint their interpretations of an adventure and enjoy weaving different kinds of material. The children have regular access to musical instruments and there are more formal music sessions with the Year 1 pupils.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below average in writing and the teaching is unsatisfactory
- The pupils are not sufficiently challenged and do not achieve as much as they should
- The pupils receive too little information about how they can improve

Commentary

40. Scrutiny of the pupils' work shows that their achievement is unsatisfactory. The pupils in Years 4 and 5 achieve satisfactorily and those with special educational needs make satisfactory progress because of the additional help they are given from support staff.
41. At the end of Years 2 and 6, standards in writing are below average. Not all teachers are secure in teaching writing and they do not give enough attention to analysing the key features of different genres such as letters, narrative, instructions and arguments. The pupils are often asked to do an extended piece of writing before they have had time to practise the features individually or seen them demonstrated by the teacher. Too much time is spent on mundane word and sentence work, which is not linked to an extended piece of writing, and pupils have limited opportunities to write at length. Some classes have word banks on display but none show examples of interesting sentences or descriptive phrases for the pupils to mirror in their own writing. Writing targets are displayed in classrooms but the pupils do not remember to use these when they are writing. Frequently, the same worksheets are set for all abilities, which limits the challenge, particularly for the more able pupils, and reduces the opportunities they have to practise their writing skills.
42. Standards in reading are average at the end of Years 2 and 6. Most pupils enjoy reading and talk confidently about books they have read. They are able to summarise the plot, predict what might happen next and express opinions about different characters. They know how to find books in a library and have some opportunities to conduct research. A quiet time is set aside for pupils to read each day.
43. The teaching and learning are unsatisfactory. On too many occasions, the teachers talk for too long at the start of lessons, leaving limited time for pupils to work independently. Too often, greater attention is given to planning activities that will fill time rather than on planning activities, which will move the pupils forward in their learning. In most cases, the same tasks are set for all pupils, regardless of their different abilities and skills, and this slows the progress they make. There is an over-reliance on using published materials rather than on preparing tasks that match the needs of individual pupils. As a result, many pupils lose interest and become bored. The teachers' expectations of how work should be presented and how much should be completed are, generally, not high enough with the result that handwriting is often untidy and much work is unfinished. The quality of marking varies from class to class and, in most instances, does not tell the pupils what they need to do to improve.
44. The lessons and the pupils' previous work indicates that the teaching is consistently satisfactory or better in the Year 4 and 5 class where the teacher plans effectively, has high expectations of the pupils' work rate and the standard of presentation and makes good use of time and resources. A range of teaching methods is used in lessons so

that the pupils' interest is maintained and the work set takes account of their different abilities.

45. The co-ordinator demonstrates some understanding of how to raise standards. Several appropriate strategies have been introduced recently to bring about improvements. However, these have not yet been supported by effective professional development for teachers and, as a result, are used inconsistently throughout the school. While the school has improved its library provision, progress since the last inspection is unsatisfactory, since standards in writing are lower and the teaching is unsatisfactory.

Language and literacy across the curriculum

46. The pupils have satisfactory opportunities for speaking, listening and reading in their work in other subjects. However, worksheets are often set for the pupils in subjects such as religious education, history and geography and this limits the opportunities they have to practise their writing skills, to decide what to include and how to present their work.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The more able pupils achieve well because they are suitably challenged but too little use is made of assessment information to match the work to the needs of other pupils
- The co-ordinator provides good leadership for curriculum development

Commentary

47. Standards in mathematics are average at the end of Years 2 and 6, which is a similar picture to that reported in the previous inspection for Year 2, but lower for Year 6. Across the school, the pupils' achievement is satisfactory, although the rate of progress slows in Years 3 and 4. In most classes, the more able pupils are suitably challenged and they achieve well. Less able pupils underachieve in lessons when the tasks set are too difficult for them. Standards were higher in the 2004 national tests, after the school introduced 'catch-up' programmes, led by teaching assistants, for pupils needing a boost to achieve the expected levels. These pupils made progress because the work was well matched to their capabilities and was developed in a systematic and manageable way.
48. Overall, the teaching is satisfactory although unsatisfactory teaching was seen in two lessons. The teachers base their lessons on national guidance. The tasks identified in the plans incorporate problem solving and are well matched to the abilities of the more able pupils and this contributes to the recent increase in the number of pupils achieving the higher Level 5 in the Year 6 national tests. The plans contain a range of questions, which are well used by the teachers to challenge the pupils to think and develop their responses and to help them connect new learning to their previous work. However, marking does not sufficiently identify the pupils' strengths and weaknesses to help teachers tailor lessons to meet their needs and there is too little use of probing questions to assess whether pupils of different abilities have the knowledge, skills and understanding required to complete the tasks set. Consequently, misconceptions are

not always identified and addressed, and some pupils struggle to carry out tasks that are too difficult for them. Occasionally, the pace of learning slows because the tasks are modified inappropriately and, in some cases, the teachers use projected overhead transparencies that are too small to read, which limits their effectiveness. When the pace of learning slows in this way, the pupils lose concentration and standards of behaviour deteriorate.

49. Leadership and management of the subject are good. The co-ordinator scrutinises pupils' work, identifies areas for development and provides feedback to teachers. An analysis of work carried out by staff identified inconsistencies in the teaching of written calculation methods and led to the development of a whole school approach that is providing the necessary consistency. The staff also identified that the tasks set were too difficult for some pupils and there remains more work to do here. Optional and national test results are analysed to identify the areas of the mathematics curriculum that require improvement and the pupils are set individual targets to improve their performance in these areas. Further analysis identified the need to raise the achievement of the older pupils and a successful catch-up programme was launched.

Mathematics across the curriculum

50. The curriculum includes opportunities for pupils to use their mathematical knowledge and skills effectively in other subjects. For example, in ICT the pupils use their knowledge of angles and the properties of shapes to enter instructions that command a screen turtle to trace the path of a polygon.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Standards by the end of Year 6 are not as high as they should be
- The teaching and learning in Years 3 to 6 is unsatisfactory because too little account is taken of the pupils' differing needs and they receive too little information about how they can improve
- The pupils in Years 1 and 2 and Years 4 and 5 achieve well when they are provided with work that interests them

Commentary

51. Standards are average by the end of Year 2 and the pupils' achievement is satisfactory. This is lower than that indicated by the teacher assessments for pupils in Year 2 in 2004, when all pupils reached the expected level. By the end of Year 6, standards are below average and the pupils' achievement is unsatisfactory, a position reflected in the 2004 national assessments. Standards are lower than at the time of the last inspection.
52. The quality of teaching is satisfactory in Years 1 and 2 and unsatisfactory in Years 3 to 6. Although no unsatisfactory teaching was seen during the inspection, discussions with the pupils and a scrutiny of their work highlighted shortcomings that are having a negative impact on their standards and achievement. The preferred method of planning for lessons in the mixed-age classes is to provide the pupils with the same tasks, regardless of age or ability. This particularly affects the more able pupils, who are

expected to be more successful in their efforts, but are insufficiently challenged to achieve the higher levels of which they are capable. Occasionally, all pupils in the class record their work using the same wording and diagrams, which also reflects insufficient challenge. With the exception of the Years 4 and 5 class, marking is unsatisfactory as there are too few examples of the teachers using their comments to indicate how well the pupils are learning and how they can improve.

53. In the two good lessons seen, in Years 1 and 2 and Years 4 and 5, a common feature was the high level of engagement of the pupils because they found the work interesting and enjoyable. In Years 1 and 2, the pupils took great delight in observing a young baby and asking pertinent questions of his mother. All pupils, including those with special educational needs and those who misbehave, made good progress because they were engrossed in finding out about the baby's feeding and sleeping habits. The pupils in Years 4 and 5 investigated how different materials react when mixed with water. The teacher skilfully questioned the pupils to extend and check their understanding and a good work ethic meant that all pupils worked hard and were highly involved. In a satisfactory lesson in Years 5 and 6, an over-long introduction limited the time available for carrying out the main activity and meant that many pupils were not actively engaged for much of the lesson. Occasionally, the focus is too much on lesson organisation and class management, to the detriment of developing the pupils' learning.
54. Overall, the leadership and management of the subject are unsatisfactory. Science has not been a high priority for the school and, consequently, has a low profile. There is little monitoring of the teaching, learning or the time spent on the subject. As a result, in most classes, there is too little work recorded by the pupils, even taking account of the practical focus of some of the activities, and some of the programmes of study are not covered in sufficient depth. This is reflected, for example, in the pupils' rudimentary grasp of experimental procedure. The co-ordinator has rightly identified that more needs to be done to make sure that their understanding of fair testing becomes increasingly sophisticated as they move through the school. There are plans to improve the procedures for assessing the pupils' work and tracking their progress and it is important that this happens to enable the teachers to improve the planning of work to match the pupils' differing needs.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards have improved but could still be higher
- Pupils have insufficient opportunities to use computers to support their work in other subjects
- The school has a comprehensive plan to improve the situation

Commentary

55. Teachers' knowledge of the ICT curriculum is more comprehensive than at the time of the last inspection and this has contributed to an improvement in standards. By the end of Years 2 and 6, standards are in line with national expectations and pupils' achievement is satisfactory. The pupils know how to load, save and print their work and use basic word processing skills to present their writing. Year 1 pupils can program

simple instructions into a floor turtle (a programmable robot) to arrive at specific numbers on a number grid. By Year 2, the pupils can select and use simple tools in a paint package to explore different effects and use them to create images. Year 4 pupils can create repeating patterns using a graphing package. By Year 6, the pupils use text, images and colour to design multimedia presentations.

56. The teaching overall is satisfactory. One unsatisfactory and two good lessons were observed during the inspection. Learning was effective when the pupils were taught new skills and given the minimum practice required for consolidation. Key teaching points were reinforced and pupils were encouraged to articulate what they would do in a specific context before being asked, '*What would you do if...?*' This encouraged them to make general statements, which guided them as they applied their new learning to problems of increasing challenge. The pace of learning is slow when the content of the lesson is too difficult for pupils and they do not understand what they are trying to achieve. When work is pitched appropriately, all pupils are keen to learn.
57. The limitations of resources hamper some aspects of learning. Older pupils have not had the opportunity to use sensors and, as a result, standards are below average in this aspect of the subject. The computer suite is cramped and the school is exploring different options to enhance the pupils' access to computers.
58. Leadership and management of the subject are satisfactory. The co-ordinator scrutinises the teachers' planning, observes lessons and gives feedback to teachers. Curriculum coverage has been audited and this has informed the ICT development plan. This comprehensive document also addresses appropriately staff training needs and resource issues. The assessment and recording of the pupils' attainment and progress is unsatisfactory, a similar picture to the last inspection.

Information and technology across the curriculum

59. The use of ICT within other subjects is limited. Teachers use a data projector to present interactive teaching programs to develop the pupils' numeracy skills. The pupils use word processing for writing, paint packages to create pictures in the style of famous artists and the Internet for research in science and history. Little use was made of classroom computers during the inspection. The co-ordinator recognises the need to ensure that teachers' planning identifies opportunities to make effective use of ICT in all curriculum subjects.

HUMANITIES

60. Too few lessons were seen in **history** and **geography** to make overall judgements about the quality of provision in these subjects. An analysis of the planning, a limited amount of the pupils' previous work and discussions with teachers and pupils indicate that there are only limited opportunities in each subject.
61. In Year 2, in **geography**, the pupils can identify some of the features of the seaside that give it its character and express their views about different holiday destinations. By Year 4, they can compare the physical and human features of Lincoln with those of Sutton St. James. The pupils in Year 6 have too few opportunities to record their work. The pupils know the vocabulary associated with rivers but cannot explain the difference between a drainage channel – a feature of their locality - and a river, and their understanding of river erosion is limited. There are inconsistencies in the way that mapping skills are taught and the pupils' knowledge is patchy. For example, Year 2 pupils use symbols and a key whereas Year 4 pupils resort to labelling features on their

sketch maps. Year 6 pupils use four-figure co-ordinates to locate places but require a key to identify common Ordnance Survey map symbols such as the symbol for a main road. They have difficulty using a map scale to calculate distance. The pupils use a range of sources to gather information about places including maps, leaflets, photographs and local visits but they have few opportunities to use the Internet for research.

62. In **history**, Year 2 pupils can write simple accounts to explain when, where and why the Fire of London started. However, there is limited evidence of how the skills of historical enquiry and interpretation are developed as the pupils move through the school. By Year 6, the pupils are aware that history is divided into time periods and are becoming familiar with their chronology. However, their knowledge of the work they cover is fragmentary. They know about the clothing worn by Ancient Greeks and are aware that they worshipped many gods but have limited knowledge and understanding of their way of life, their religion or their achievements. The pupils are taught to record information in variety of ways.

Religious education

The provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Strong links are made between religious education and personal, social and health education
- The pupils are developing a sound knowledge of other religions and the work is linked well to their own lives
- There has been too little monitoring of teaching and learning

Commentary

63. By the end of Years 2 and 6 standards are broadly in line with those expected in the locally Agreed Syllabus. The topics to be taught to each year group are clearly defined in the school's outline planning and there is appropriate emphasis on the teaching of Bible stories and a range of stories from other faiths.
64. The quality of teaching and learning is satisfactory overall. The pupils are developing a sound awareness of the beliefs of a range of religions. In Years 3 and 4, they enact the story of the Khalsa and use their knowledge to reflect on the importance of faith to believers. In Years 5 and 6, the pupils are able to discuss the four main truths of Buddhism and describe how Buddhists meditate on the teachings of Buddha in their temples, homes and in the countryside. Visits to places of worship, such as the local church and the Baptist Chapel, are used well to give the pupils extra opportunities to understand the work they have undertaken in the classroom.
65. The pupils effectively relate religious stories to experiences in their own lives. For example, Year 6 pupils describe what it is like to be let down by their friends just as Jesus was let down by Peter in the Bible, and Year 4 and 5 pupils compare Paul's journey to Damascus with that of Ellen McArthur. They consider the preparations that have to be made and the courage needed to carry them out. Year 6 pupils can list some of the places of worship used by people of different faiths and they know about religious celebrations such as Diwali, Hannukah and Christmas.

66. The co-ordinator has a good knowledge of the subject and understands the requirements of the locally Agreed Syllabus. She has not had opportunities to monitor standards but is aware that strategies for assessing pupils' work need to be developed.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

67. No lessons in were seen art and design and only one each in design and technology and music, so it is not possible to make judgements about the quality of provision in these subjects.

68. Much of the work planned in **art and design** is in support of other subjects, but the pupils also benefit from an appropriate programme that develops their skills as they move through the school. The pupils in Years 1 and 2, for example, illustrate their work and have contributed to a display on the Great Fire of London in history. Linked to design and technology, the pupils in Years 3 and 4 have designed and evaluated chairs. The work is enriched by visitors including working with an artist to create good quality clay masks and an African art workshop. Some of the pupils in Years 4 to 6 extend their knowledge skills and understanding by taking part in activities at a local secondary school. Computers are used appropriately, for example, when using an art package inspired by the work of famous artists.

69. The pupils benefit from an appropriate range of activities in **design and technology**, with a suitable balance between designing, making and evaluating their work. The pupils in Years 1 and 2 design and make wheeled vehicles and puppets and identify ways in which they could improve their products. The pupils' knowledge and understanding of movement continues in Years 4 and 5 as they create a moving toy with a cam mechanism. The pupils in Years 5 and 6 design, make and evaluate bridges.

70. There is an appropriate scheme of work for **music** to enable teachers to deliver the music curriculum and the pupils' experiences are enhanced by opportunities to perform in concerts and themed days such as the one on African dance. The pupils can name the different parts of the orchestra and identify some famous composers but opportunities for them to play rhythms from notation and to record rhythms using notation are limited. The co-ordinator has not had opportunities to monitor standards in music but is aware that strategies for assessing pupils' work need to be developed.

Physical education

Provision in physical education (PE) is **satisfactory**.

Main strengths and weaknesses

- The pupils enjoy lesson and work hard
- Good use is made of outside expertise and there are good opportunities for sporting activities outside of lessons

Commentary

71. Three lessons were observed in Years 3 to 6. The evidence of these lessons, the teachers' planning and discussions with the pupils indicate that pupils achieve satisfactorily and, by the end of Year 6, standards are generally in line with what is expected of pupils of this age.
72. Overall, the quality of teaching is satisfactory. The planning is generally clear about what the pupils are expected to learn and resources are well organised. No time is lost in getting down to work and lessons begin with a suitably brisk warm up. Outdoor games lessons had to be switched indoors at short notice due to inclement weather. In a satisfactory lesson in Years 4 and 5, the teacher had clear expectations of how the pupils should behave and made good use of praise to encourage the pupils. In a similar lesson in Years 5 and 6, the pupils behaved well in the crowded hall and showed satisfactory control of bat and ball as they practiced tennis skills. A good lesson was seen in Years 3 and 4, led by a visiting sports coach. The coach aided the pupils understanding of volleyball by demonstrating the necessary skills and by ensuring that the skills were built up systematically. As a result, the pupils made good progress and achieved well. There was a strong emphasis on the importance of teamwork in this lesson.
73. The co-ordinator provides satisfactory leadership, but has few opportunities to keep a check on the teaching and learning. A good range of activities enriches the curriculum, including clubs, competitive sport with other schools and activities at a local secondary school. The contribution of visiting coaches, some of whom give up their time in a voluntary capacity, is much appreciated by the staff and pupils. The school benefits from good outdoor facilities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE)

74. Only one lesson was seen during the inspection, so is not possible to make an overall judgement about the quality of provision in PSHE. The sound scheme of work supports the teachers' planning. The pupils' personal and social development is enhanced through the responsibilities they are given, such as helping at lunchtimes and organising the music played in assemblies. Health education, which includes learning about relationships, personal hygiene and the positive and harmful effects of drugs, is taught to the older pupils through their work in science. The pupils have good opportunities to share their concerns with staff, such as the learning mentors, who help pupils to resolve conflicts. Most pupils have a good awareness of how their behaviour affects others. Serving as members of the School Council helps the pupils to understand how their views can be represented and acted upon, and further develops their awareness of citizenship. The impact of the school council on the development of the playground and the *Playground Pals*' project has been positive and productive.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	6
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	5
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
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	5
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
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	5
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).