

INSPECTION REPORT

Thomas Eaton County Primary School

Wimblington

LEA area : Cambridgeshire

Unique Reference Number : 110648

Headteacher : Mr R Davies

Reporting inspector : Mr N Sherman
16493

Dates of inspection : 18th – 21st October, 1999

Under OFSTED contract number: 706082

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

Type of control: County

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Church Street
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Appropriate authority: The Governing Body

Name of Chair of Governors: Mr J Finn

Date of previous inspection: September 1994

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr N Sherman Registered Inspector	Science Religious education Art Design and technology	Attainment and progress Teaching Leadership and management
Mrs D Thomas Lay Inspector		Attitudes, behaviour and personal development Attendance Support and guidance Partnership with Parents and the community Staffing, accommodation learning resources
Mrs A Wilkinson- Tilbrook	Under fives English Information technology Music	Special educational needs Provision for spiritual, moral, social and cultural development
Mr D Fisher	Mathematics History Geography Physical education	Curriculum and assessment; Efficiency Equal opportunities

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- .The quality of teaching across the school is generally good. For the children under-five, it is very good.
- .The quality of education for both the children under five and in Key Stage 1 is a strength of the school.
- .In Key Stage 1, pupils make good progress in English, mathematics, science and information technology.
- .Pupils in most classes have good attitudes to learning and the quality of relationships and the standard of pupils' behaviour is also good.
- .Provision to promote pupils' personal and social development is thoughtfully developed in many classes.
- .The way in which the school promotes pupils' spiritual, moral, social and cultural development is good. There are particular strengths in the provision for social development.
- .There are very strong links with parents and the local community.
- .The school has a positive ethos that is increasingly centred on raising standards and the quality of education it provides.
- .The quality of financial planning is good.

WHERE THE SCHOOL HAS WEAKNESSES

- I. By the end of Key Stage 2, pupils do not attain high enough standards in information technology and the progress they make in this subject is too slow.
- II. The quality of teaching in upper Key Stage 2 is unsatisfactory in around 16% of lessons. Therefore, pupils do not build sufficiently on the good progress often seen in Key Stage 1.
- III. The total teaching time in both key stages falls short of the minimum recommendations.
- IV. The quality of collective worship is given insufficient attention to making it a focal point of the school day.
- V. Pupils with special educational needs in Key Stage 1 do not have individual learning plans in keeping with guidance given to schools.

This is a good school with strengths which outweigh its weaknesses. However, the weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made good progress since its last inspection. Good attention has been paid to addressing the Key Issues highlighted in the previous inspection report. Close attention has been paid to the Key Issue of ensuring that standards in the subjects of science, design and technology, geography and history at Key Stage 2 are at the standard expected for 11 year olds. The quality of curriculum planning, particularly at Key Stage 1, has improved markedly. The role of the senior management team has been considerably strengthened. The role of the deputy headteacher and the Key Stage 1 leader has been

much improved in this respect. Similar good progress has been made in relation to the Key Issue of the need to ensure that each subject has guidance for teachers to plan pupils' learning across each of the classes. Guidance materials are now in place for all subjects. The school has also improved the structure, and places increased value on the School Development Plan as a means of moving the school forward. Such work has been effectively dovetailed into the school's carefully considered plans for the continued physical expansion of the school. The school is now more rigorous in evaluating many aspects of its work. However, the school has not made sufficient gains in improving standards in relation to information technology at Key Stage 2. The previous inspection found that the quality of teaching was unsatisfactory in Key Stage 2 in nearly one in three lessons. While some considerable improvement has been made in teaching, there is still a higher than average amount of teaching that is unsatisfactory. This lies in the upper part of Key Stage 2. This slows the rate of pupils' progress as they enter the upper part of the school. The school shows sufficient capacity to improve.

STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

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

The information above shows that in the 1999 end of key stage National Curriculum tests at Key Stage 2, pupils attainment was above average in English, well above average in mathematics and average in science. Compared to similar schools, pupils attained average standards in English and mathematics and below average in science. Inspection findings indicate that by the end of Key Stage 2, standards are in line with the national average in English, mathematics and science. The 1999 end of key stage tests indicate considerable improvement on those for 1998 in all three subjects. Standards attained in religious education are in line with those expected in the Local Agreed Syllabus. Standards in information technology are below the national expectation. Pupils attain appropriate standards for their age in art, design and technology, history and physical education. Progress in geography and music is unsatisfactory.

Inspection findings indicate that by the end of Key Stage 1, standards attained by pupils in English are above the national average. In mathematics and science they are average. By the age of seven, pupils attain standards in information technology that are above national expectations. Standards in religious education are in line with the expectations of the Local Agreed Syllabus.

The children under five make good progress. By the age of five, the children attain standards that are above those found nationally in personal and social education, language and literacy, mathematics, and their knowledge understanding of the world. Children also attain standards above expectations in their physical and creative

development. Across the school, pupils with special educational needs make satisfactory progress, towards attaining the targets set for them by their teachers.

· **QUALITY OF TEACHING**

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	very good	good	satisfactory
Mathematics	very good	good	satisfactory
Science		good	satisfactory
Information Technology		very good	none seen
Religious education		good	satisfactory
Other subjects	good	good	satisfactory

· The quality of teaching for children under five is very good. In Key Stage 1, the quality of teaching is consistently good and in over six out of ten lessons seen, is very good. At Key Stage 2, the quality of teaching was good in over five out of ten lessons. There is some unsatisfactory teaching at this key stage. This lies at the upper part of the school. Across the school, the teaching of literacy and numeracy is effective. Pupils with special educational needs receive good support and guidance in their work by teachers and learning support assistants.

·

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Good. Most pupils are well aware of the need to treat each other with respect and kindness.
Attendance	Satisfactory. Attendance rates at the school are in line with national averages.
Ethos*	This is purposeful. Relationships at all levels are warm and focused on all pupils' attaining standards that match their individual abilities.
Leadership and management	Sound. The headteacher has given increased attention in recent times to monitoring the work of the school and the standards pupils attain. He is ably supported by a hard working and dedicated staff. Governors give the school appropriate and well targeted support.
Curriculum	The school provides a generally well planned curriculum for pupils of all ages. However, there is a shortage in the amount of teaching time across the school. This makes it difficult for the school to plan a balanced curriculum. Procedures for assessing pupils' attainment and progress are well established. Provision for pupils to participate in a range of extra curricular activities is very good.
Pupils with special educational needs	While pupils with special educational needs make satisfactory progress as they move through the school, in Key Stage 1, there is a lack of formal procedures for the identification of and planning for pupils with such needs.
Spiritual, moral, social and cultural development	Good. There are particular strengths in the manner in which the school plans for pupils' social development.
Staffing, resources and accommodation	Satisfactory. There are sufficient numbers of staff to enable the National Curriculum to be taught. Support staff work effectively with teachers. Current classroom accommodation is sufficient for the number of pupils on roll. Teaching resources are sufficient.
Value for money	The school provides satisfactory value for money.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
VI. Its caring environment. VII. The purposeful links with the community. VIII. The 'family' atmosphere and the positive attitudes staff have for both children and parents. IX. The standards pupils attain.	X. The impact of the continued rise in numbers in the school and the impact this will have on its overall ethos. XI. The combining of pupils of mixed ages in one class.

· Inspectors fully support the parents' positive comments about the school. The school does have a very warm and welcoming atmosphere where all who are connected with the school are valued and appreciated for all they do on the school's behalf. By the end of Key Stage 1, pupils do attain high standards in each of the main subjects of the curriculum. There are also very strong links with the local community that the school serves. Inspectors share some parental concerns of how pupils have their learning planned for in the upper part of Key Stage 2. In this class, for example, there is a lack of clear and explicit planning for some areas of their learning which impedes their progress.

KEY ISSUES FOR ACTION

In order to improve further the quality of education within the school, the headteacher, Governing Body and staff should:-

➤. **raise standards of attainment by the end of Key Stage 2 in information technology by:-**

- ensuring that where possible, information technology is used during the course of lessons;
- devising a workable system to assess how pupils' attainment and progress in the subject is to be recorded and the information used to plan the next steps in their learning;
- extending the staff's current knowledge and confidence in planning and using information technology during the course of their day-to-day teaching;
- regularly evaluating and monitoring both the teaching and the standards that pupils attain in the subject.

(paras 25, 28, 30, 52, 91, 104, 106, 108, 126)

➤. **review and amend the length of the taught day so that teaching time complies with requirements and that the Act of Collective Worship plays a more important part in the day-to-day organisation of the school day;** *(paras 28, 36, 117)*

➤. **ensure that all pupils on the school's register for special educational needs have suitably devised individual education plans that outline clearly their targets for further development.** *(paras 26, 84)*

➤. **improve the quality of teaching in the upper part of Key Stage 2 by:**

- ensuring that staff make the best use of available teaching space so that the organisation of lessons is smooth and unobtrusive;
- ensuring that lesson plans clearly reflect suitably challenging and well planned activities that match the needs and abilities of the mixed ages of pupils in the class;
- ensuring that the quality of teaching is regularly monitored.

(Paras 8, 19, 23, 25, 52, 85, 104)

In addition to the key issues above, the following less important shortcomings should be included in the action plan:-

- that the governors determine a precise closing time for the closure of school registers in the morning and afternoon; *(para 45)*
- ensuring that the governors' annual report to parents complies with requirements; *(para 55)*
- ensuring that the designated child protection officer receives regular and up to date training. *(para 44)*

INTRODUCTION

Characteristics of the school

1. Thomas Eaton Primary School is a small school for pupils aged 4 to 11 situated some four miles from the market town of March in Cambridgeshire. There are 161 pupils currently on roll. Of this number, 18 children are under five but attend on a full time basis in the academic year they become five. Children enter the school with average levels of attainment. The school roll has increased since the last inspection when there were 146 pupils on roll. Numbers are predicted to increase even further. To manage this increase in numbers, new and additional classroom accommodation is being provided in the form of a new extension that will provide three new classrooms. Several families from outside the school area chose this school for their children to attend although most pupils come from the village of Wimblington itself. There are 24 pupils on the school's register for special educational needs, which is in line with the national average. No pupil has a statement of special educational need. Most pupils are of European cultural heritage with all pupils having English as their first language. Around seven per cent of pupils are entitled to free school meals, which is below average.
2. The school's mission statement states that, 'Every child has each day but once.' Its aims are to provide pupils with a caring, and stimulating learning environment. The School Development Plan identifies priorities including the monitoring and raising of standards in all areas of the curriculum. Recent initiatives have been to implement the guidelines for the National Numeracy Strategy in addition to managing the recent development of the school building.

3. Key Indicators

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1
for

Year	Boys	Girls	Total
98/99	13	10	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	10	10	12
	Girls	9	8	10
	Total	19	18	22
Percentage at NC Level 2 or above	School	82	78	96
	National	(80)	(81)	(84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	10	12	12
	Girls	9	9	9
	Total	19	21	21
Percentage at NC Level 2 or above	School	82	91	91
	National	(81)	(85)	(86)

3. Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2
for

Year	Boys	Girls	Total
98/99	15	12	27

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	14	13
	Girls	10	10	10
	Total	22	24	23
Percentage at NC Level 4 or above	School	81	88	85
	National	(65)	(58)	(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	10	11
	Girls	10	10	10
	Total	19	20	21
Percentage at NC Level 4 or above	School	70	74	77
	National	(65)	(65)	(72)

Attendance

			%
Percentage of half days (sessions) missed through absence for 1997/98	Authorised	School	4.3
	Absence	National comparative data	5.7
	Unauthorised Absence	School	0.5
		National comparative data	0.5

Exclusions

		Number
Number of exclusions of pupils (of statutory school age) during 1998	Fixed period	0
	Permanent	0

Quality of teaching

		%
Percentage of teaching observed which is :	Very good or better	33
	Satisfactory or better	91
	Less than satisfactory	9

3. PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. The attainment of children under-five on entry to the school is average. By the age of five, most children attain above the expectations of the guidelines given to schools for children of this age. In many lessons seen during the inspection, good attention is paid by all adults working with the children to promoting and extending the children's early understanding and acquisition of language. Children make good progress in their first year at school. They are warmly and sensitively inducted into the school and the positive yet purposeful relationships make a significant impact on high levels of confidence that most children demonstrate. The learning support assistant, who often works with the children, gives them effective support which makes a good contribution to their overall progress.
2. Over a three year period since 1996, the standards attained by pupils by the age of seven in reading and writing were well below the national average. However, the results of the 1999 end of key stage National Curriculum assessments show that while standards have improved, they are still below the national average. Over the same period, standards were well below the national average in mathematics. In the tests for 1999, the number of pupils who attained the expected level (Level 2) was above the national average. The teacher assessments for science for 1999 indicate standards were in line with the national average. The number of pupils who attained at the higher level (Level 3) was above the average in writing and mathematics. In reading, standards were average. In science, they were well below the average. In comparison to similar schools, standards were below average at the expected and higher levels in reading, below average in writing, average in mathematics and below average in science. Inspection findings indicate that by the end of Key Stage 1, pupils attain standards above the national average in reading and writing. In mathematics, standards are average. The difference between the results of end of key stage data and inspection findings is explained by the difference in attainment between the current and preceding year groups and the impact that the introduction of the National Literacy Strategy and the National Numeracy Strategy is starting to have. Inspection findings indicate no significant difference in attainment between boys and girls.
3. At the end of Key Stage 2, over the three year period since 1996, evaluation of the end of key stage National Curriculum assessments shows standards were below average in English and science and close to the average in mathematics at the expected level (Level 4). In the same tests for 1999, standards were well above average in mathematics, above average in English and average in science at the same level. At the higher level (Level 5), standards were above average in mathematics and science. In English, they were below average. When compared to similar schools, standards, at the expected level, were above average in mathematics, average in English and below average in science. At the higher level, they were average in mathematics and science yet below average in English. The tests show boys outperforming girls in all three subjects. However, the number of boys in the school is higher than girls and this data should be treated with caution. Inspection findings indicate that there is no significant variation in attainment between boys and girls. The findings of the inspection are that standards attained by the current Year 6 cohort are in line with the national average in English, mathematics and science. The difference in attainment between inspection findings and the results of National Curriculum assessments is attributable to the number of pupils in the current cohort

(less than half of that for 1998) and the wider variation in attainment levels.

4. In Key Stage 1, pupils are currently making good progress in English, mathematics and science. Pupils gain increased mastery and confidence when reading. Most pupils are able to use a range of different strategies to read text which they may be unfamiliar with. When speaking, they talk with enthusiasm and are starting to give reasons for opinions in discussions. In writing, pupils develop similar levels of assured confidence and by the end of Key Stage 1, they are able to write stories using appropriate punctuation and, at the same time, use suitable vocabulary and imagery. Progress in literacy is good as pupils ably use and develop their skills in other subject areas. In mathematics, pupils effectively broaden their knowledge and understanding of number and solve problems involving addition, subtraction and multiplication using both mental and pen and paper strategies. Progress in numeracy is good. Pupils make equally good progress in undertaking and drawing conclusions from simple investigation work and in their work investigating the language and properties of mathematical shapes. Pupils make good progress in science. Most, for example, effectively extend their knowledge of scientific ideas as they move through the two classes in the key stage.
5. The good progress that pupils make at Key Stage 1 is not sufficiently extended or developed in some classes in Key Stage 2. A significant factor in this slowing of overall progress is the quality of teaching, which, in the upper part of the key stage is sometimes unsatisfactory and, in the main, is not of the same standard as that seen in Key Stage 1. In English, for example, although pupils are provided with opportunities to develop their writing skills by adapting their styles for different audiences and purposes, too few opportunities are given for pupils to develop their writing skills across other subjects. Pupils make satisfactory progress in the development and understanding of the writing process. Progress in handwriting is good and by the time they leave the school, many are using a joined script. Pupils make satisfactory progress in speaking, listening and reading. Most pupils have a sound understanding of the works of famous authors of children's novels. However, insufficient progress is made by pupils in their ability to read with expression and intonation. Pupils make satisfactory progress in mathematics and science, making appropriate gains in both their knowledge and applying their skills in both subjects. To broaden pupils' awareness of mathematics, the school has taken the decision to group Year 5 and Year 6 pupils for mathematics for certain lessons during the week. The quality of teaching seen in these sessions is good and is starting to have a positive impact on the standards pupils attain.
6. The school has successfully implemented the National Literacy Strategy and the corresponding guidance for the National Numeracy Strategy. Early indications are that the adoption of these is having a positive impact on standards. In most classes in both key stages, teachers devise activities that will promote and enhance pupils' literacy and numeracy skills. In the main, teachers make sufficient use of other subjects, and in particular science and design and technology, to promote pupils' ability to both understand and use their skills in understanding number.
7. By the end of Key Stage 1, pupils attain standards in information technology, which are above those expected for their age. Pupils make good progress in this subject at this key stage. However, Key Stage 2 pupils make unsatisfactory progress in using the computer as part of their everyday studies. Consequently, the standards attained by the end of the key stage are below national expectations. Pupils' attainment in religious education at the end of both key stages is in line with the expectations of the Local Agreed Syllabus. Pupils in both key stages make appropriate gains in

understanding the basic elements of the Christian faith and the importance that a church plays in this faith yet understanding that other people may be members of other faith communities. The vast majority of pupils attain appropriate standards for their age in art, design and technology, history and physical education. Pupils make good progress in swimming with many attaining the expected standard by the age of eleven. Pupils make satisfactory progress in these subjects. In geography, too little evidence was seen to make a secure judgement on standards. In music, by the age of 11, pupils attain below average standards for their age and progress is unsatisfactory.

8. Pupils who have special educational needs are integrated into all lessons effectively. While teachers in Key Stage 1 have a very good knowledge of all pupils, formal arrangements for highlighting and recording pupils' attainment and progress as outlined in current guidance given to schools does not formally commence until Key Stage 2. This can make it difficult for teachers in Key Stage 2 to plan and successfully build on their learning in Key Stage 1. However, in both key stages, sufficient attention is paid to ensuring that pupils with special educational needs undertake work that matches their level of need. There is some evidence to suggest, particularly in upper Key Stage 2, that pupils with higher attainments are not always given work that fully reflects their capabilities. This results in their progress at times being too slow.

11. **Attitudes, behaviour and personal development**

9. Pupils' attitudes to learning are good throughout the school and contribute significantly to the standards they achieve and the progress they make. Pupils of all ages and levels of attainment approach their work with enthusiasm, commitment and an obvious sense of enjoyment. They confidently make sensible and mature contributions to whole class discussions and listen attentively with interest to teachers. They sustain good levels of concentration particularly in art lessons when they become fully engrossed in working with different materials and in English lessons when they listen to stories and poems. The vast majority have developed very good levels of independence and can be trusted to work when not being directly supervised by the teacher. They display a willingness to persevere when encountering difficulties and take a justifiable pride in their work. The vast majority of pupils work well together in groups and pairs engendering, sharing and exchanging ideas. When discussing their work and that of their classmates their comments are mostly evaluative, positive and, in many instances supportive.
10. Pupils' behaviour in and around the school is good and has a positive impact on their learning. The vast majority of pupils are polite, friendly and helpful to visitors, for example, opening doors without prompting. Pupils have a well developed sense of right and wrong. They have a clear understanding of the school rules and are fully aware of the consequences of their actions. Some incidents of silly behaviour occur but this is mostly evident in lessons where pupils are not fully challenged and occupied. Relationships are good on all levels throughout the school and pupils relate well to all staff and to one another. Pupils of all ages form and sustain friendships and playtimes and lunchtimes are pleasant social occasions. No incidents of bullying or unacceptable behaviour were witnessed during the inspection and pupils and parents alike express the view that bullying is not a problem within the school. There have been no exclusions of any kind from the school. The school is an orderly community and the good standard of pupils' behaviour makes a significant contribution to the quality of teaching and learning and the positive industrious atmosphere that exists throughout the school.

11. The attitudes and behaviour of the children who are under five are good. They have quickly learnt what is expected of them and work and play co-operatively together. They will wait their turn patiently when using resources and respond positively and promptly to requests from the teacher. This is particularly evident in physical education lessons when the teacher asks for their attention so that instructions can be given. A small minority of children in the Reception class are less confident in their approach to their new learning environment and are reluctant to fully participate in some activities.
12. Pupils' personal development is good throughout the school. Staff are good role models and do much to ensure that pupils develop independently as individuals. All age groups are provided with opportunities to accept responsibility, for example, when helping their teachers and classmates when required and undertaking monitorial duties.
13. The school does much to encourage pupils to develop good relationships and attitudes towards one another. An example of this is the elected 'Friends' whose job it is to befriend any pupil in need of help or support. Pupils are involved in setting their own targets for development and improvement and staff provide constructive advice to ensure that their goals are sensible and achievable. Certificates of achievement are a much sought after incentive and do much to raise pupils' self esteem and feelings of self worth. The pupils have developed a tolerance and understanding of people who have different values and beliefs from their own and they show a willingness to listen to differing viewpoints. Teachers monitor personal and social development informally through a regular exchange of information and formally through records of achievement. The school's programme for personal, social and health education is in the early stages of development but it has already begun to make a positive contribution to the way in which pupils deal with difficult personal issues.
14. Since the previous inspection, the positive attitudes and high standards of behaviour identified have been maintained. In addition, a significant improvement has been made in the provision for pupils' personal and social development by the introduction of the personal social and health education programme.

17.

17. Attendance

15. Attendance in the school, at 95.2%, is satisfactory. Registration is carried out promptly and pupils benefit from an immediate start to lessons. The vast majority of pupils arrive in the school in good time for registration and there are very few instances of lateness.

18. QUALITY OF EDUCATION PROVIDED

18. Teaching

16. Overall, the quality of teaching across the school is good. During the inspection, the quality of teaching was very good or better in over 30 per cent of lessons, and good in over 60 per cent of lessons. The bulk of this very good teaching lies in the teaching of children under-five and in Key Stage 1. The high standard of teaching has a positive impact on standards and progress that all pupils make. There is some unsatisfactory teaching in the school and this lies in the upper years of Key Stage 2. Across the school the teaching of literacy and numeracy is undertaken effectively. While the

quality of teaching of information technology in Key Stage 1 is very good, in Key Stage 2, while effective in some classes, teaching in this subject is unsatisfactory overall.

17. At the time of the school's last inspection, the quality of teaching in Key Stage 2 was found to be unsatisfactory in nearly one out of three lessons. The school has successfully addressed the shortcomings that characterised this. These included the lack of challenge and expectation for some pupils that had the effect of slowing down their progress. In many lessons seen during the inspection, teachers paid good attention to planning work that extends the more able and provides high but attainable challenge for pupils of different ages and abilities in the mixed aged classes. In many subjects, in both key stages, and in particular in Key Stage 2, the quality of teaching has improved since the last inspection.
18. The teaching of the children under five is nearly always very good and never less than good. Both the teacher and the learning support assistant have a good knowledge of how young children learn. Classroom organisation reflects this effectively. Various learning areas have been created which enable children to learn through structured play. These include a home corner for imaginative role-play and a sand and water area to enable more practical activities to take place. Teaching pays close attention to developing early language and mathematical skills. In one lesson where the children were being taught about the letter 'C', for example, children were given a large picture with 'C' words on it that they had to identify and to listen carefully to the sound. From this, they moved on to watching a small marble fall down a plastic 'C' specially created for the purpose. This was then followed by pupils being asked to use plasticine to make the letter – which developed their fine manipulation skills. Where at all possible, teaching enables children to use practical equipment as an aid to their learning. Children's progress is carefully assessed from their point of entry to the school and during the course of everyday learning. From this, their efforts are regularly evaluated to determine precisely the next steps that their learning will take. Relationships are warm and purposeful and the children's behaviour is well managed. The high quality teaching enables many children to make good progress in many areas of learning.
19. At Key Stage 1, teaching is frequently very good and never less than good. The overall quality of teaching in Key Stage 1 has improved since the time of the school's last inspection. Then it was judged 'satisfactory or better in over nine out of ten lessons.' Common features across both classes in the key stage include high quality planning that is often excellent. Teachers are mindful of the fact that in some lessons, teaching can be effectively linked to other subjects. Consequently, many lessons often reinforce pupils' literacy or numeracy skills. Lesson objectives are very precise, well matched to the needs of pupils and are often explained very clearly so that the pupils themselves have a good understanding of what they have to do and of the time by which they are expected to complete their work. Pupils are often asked to complete work in groups which contributes well to aspects of their social development. In one science lesson, for example, Year 2 pupils, working on living things, had to classify creatures according to different criteria. At the same time, the teacher worked with another group exploring seeds, plants and leaves, effectively arousing their curiosity about the world around them by asking open ended questions about what they were observing. The concluding time of the lesson was then purposefully managed as the teacher gathered the pupils together to ask questions about what they had discovered. In many lessons, teachers demonstrate a good command of the subjects they teach and know how to manage pupils in a way that is positive yet strongly focused on pupils' learning. The high quality teaching has a positive impact on pupils' confidence making them feel valued and appreciated and contributes significantly to

their all round progress.

20. At Key Stage 2, the teaching is good in a number of classes. Where this is so, teaching includes the setting of work that consists of high, but attainable challenge. In most subjects, teachers actively involve pupils in their learning giving them strong encouragement to produce work of a high quality and which reflects their true capability. The subject interest of teachers is shared around the classes enabling pupils to get the benefit of individual teachers' particular subject expertise. This is done, for example, in science where the deputy headteacher often teaches older pupils. Such an arrangement is starting to have a strong positive impact on standards. In some lessons in upper Key Stage 2, teaching is unsatisfactory. Activities for pupils of mixed ages in the class are not always carefully matched to their individual abilities. In addition, the classroom is not always well organised for practical work. Consequently, pupils can waste a substantial amount of time getting to the resources they need. Pupils are not always well managed and this too, impedes their progress in some lessons. Pupils are regularly given homework in a range of subjects, which supports their learning. Marking in some subjects is irregular. While this gives credit and praise where it is merited, in many subjects it does not give sufficient guidance as to how pupils may improve their work.
21. Consideration has been given in teachers' planning to the guidance materials that support the National Literacy Strategy and the National Numeracy Strategy. These strategies have been successfully implemented and literacy hours in both key stages are mostly effectively taught. In numeracy sessions, good attention is paid, for instance, at the start of mathematics lessons to developing pupils' mental strategies.
22. Some progress has been made in improving teachers' subject knowledge and their ability to plan practical activities in teaching information technology. Support assistants also undertake some information technology teaching to smaller groups of pupils in the corridors of the main school building which acts as a site for a computer bank. In Key Stage 1, effective and appropriate attention is given as to how information technology can support pupils in their learning. However, in many lessons in Key Stage 2, opportunities for pupils to use classroom equipment are often missed. The teaching of most other subjects in both key stages is satisfactory and, in Key Stage 1, often good.
23. All staff are mindful of the need to successfully integrate pupils with special educational needs into the course of their everyday teaching. However, in Key Stage 1, pupils do not have individual education plans that highlight clearly the precise stages of their need. At Key Stage 2, these are of much better quality. Learning support assistants work effectively with teachers in planning and are aware of the individual learning needs of the pupils. Where learning plans are in place, their quality is good. These are reviewed systematically and pupils' progress is monitored regularly.
26. **The curriculum and assessment**
24. The curriculum meets the statutory requirements of the National Curriculum, and for religious education and sex education. It satisfactorily caters for pupils' intellectual, spiritual and physical development and prepares them well for the next stage of their education. The school is successful in ensuring that the curriculum promotes equal opportunity for all pupils. The school has satisfactory procedures for assessing pupils' attainment and using assessment to inform future planning.

25. The major weakness of the curriculum is related to the length of the school day and a restricted timetable. The school does not meet the minimum recommendations regarding direct teaching time. This creates difficulties in ensuring all subjects are covered in sufficient depth to enable pupils to achieve the standards expected of their age in some subjects. The timetable has been further complicated by time being allocated to English in addition to the literacy hour. Time is allocated to handwriting, spelling and reading but this is not having a significant effect in raising pupils' attainment. It also contributes towards pupils making unsatisfactory progress in information technology, geography and music in Key Stage 2.
26. The curriculum for children under five meets their needs very effectively. It covers all the recognised areas of learning which young children should experience and ensures that they are very well prepared for entry to the National Curriculum programmes of study. A full range of stimulating activities is provided, giving children opportunities to explore and widen their experiences. Opportunities are created for children to learn through structured play and appropriate emphasis is placed on developing basic literacy and numeracy skills.
27. There are clear policies and schemes of work for all subjects. These together with the National Curriculum programmes of study are used very effectively to plan the curriculum within each year group. Teachers' plans identify clear learning targets for their pupils. This is an improvement since the previous inspection. The school has successfully implemented the National Literacy and Numeracy strategies. This development is a contributory factor in pupils' higher attainment in English and mathematics in 1999 over that for 1998. A weakness of the curriculum is the lack of provision and planning in information technology to enhance pupils' learning within other subjects.
28. The pupils' personal and social development is a strength of the curriculum. There are good arrangements for sex education and the dangers of drug misuse. Pupils are encouraged to become independent learners. They use the attractive school library very effectively to research information and show a positive attitude when working without the direct supervision of their teacher. The school successfully creates opportunities for pupils to develop their social skills by giving them a wide range of responsibilities. These include, for example, older pupils looking after younger pupils at dinner times while they eat their lunch.
29. A good range of extra-curricular activities which include football, netball, gymnastics, swimming and records enhances the curriculum. The school encourages pupils to participate in traditional team games. Over half of the pupils in the school enjoy the extra-curricular activities and are supported by most of the teaching staff and some parents. Educational visits and visitors with specific interests are regarded as a vital part of the curriculum. These together with the school's annual residential visit ensure that pupils' learning is effectively enriched. Pupils express their enjoyment of the range of activities they experience in both key stages.
30. Overall, the school makes satisfactory provision for pupils identified as having special educational needs. In Key Stage 2, they have detailed education plans, that are of good quality, which are regularly reviewed. Pupils are well supported by the learning support assistants and visiting specialists. The additional support ensures that pupils make satisfactory progress in relation to their prior attainment.
31. The school has a clear assessment policy and ensures that statutory requirements are met. The Reception teacher ensures that the assessments are made when pupils are

admitted. Teachers effectively plan assessments in each year group and ensure that their planning builds successfully on previous assessments. Records are passed to the next teacher who plans appropriate work for each group of pupils who may be in a mixed aged class. The headteacher and staff monitor all assessments and targets are set for each pupil in English, mathematics and science.

32. The school has evaluated recent statutory assessments and made a number of changes to the school timetable. Teachers' expertise is shared and the curriculum is reviewed. Governors have been informed of the actions being taken to improve attainment at the end of each Key Stage. Pupils' end of year reports are informative and pupils are involved in self-assessment and the setting of future targets. Marking of pupils' daily work is inconsistent and often fails to offer sufficient encouragement and advice on how pupils can improve.
33. Since the previous inspection, improvements have been made in planning, assessment, schemes of work and the provision of a homework policy. The governors have developed their role and now have a curriculum link role. There is still a need to monitor time allocation to subjects in relation to the weekly timetable.
36. **Pupils' spiritual, moral, social and cultural development**
34. Overall, the provision for pupils' spiritual, moral, social and cultural development is good. The school recognises the importance of developing the 'whole child' and aims to help each child understand and care for the world. It gives good attention to fostering sporting activities and this enhances pupils' learning.
35. The school fosters satisfactory spiritual development through religious education, science and art lessons. Younger children are helped to experience the wonder of the world as they watch eggs hatch into chickens as part of the project on living things. In art and literacy lessons they sit quietly and reflect on the message in the song 'What a Wonderful World'. In personal social and health education older pupils reflect on the 'perfect person' and the kinds of attributes they would have and have written about their dream based on the work of Martin Luther King. However, assemblies do very little to develop pupils' spiritual insights. They are not a celebration, nor do they provide time for pupils to think deeply about their own values and beliefs and consider the values and beliefs of others.
36. Pupils' moral development is well promoted. The school recognises the importance of instilling in children a respect for moral values and of fostering respect and tolerance for others. Staff provide good role models and address moral issues in assemblies and in lessons. They consider the value of friendship and the importance of taking care of the environment. Pupils are sensitively led to understand why rules are important and are encouraged to distinguish between right and wrong. They are taught to observe the rules of fair play in games and are thoughtful and considerate to others as they share resources. Assemblies recognise individual achievement when certificates are awarded and encourage all pupils to strive for success.
37. Provision for pupils' social development is very good. There are many good examples of pupils taking responsibility. Older pupils are actively encouraged to help younger ones, for example, at lunch times and when supervising the library. Personal, social and health education lessons ensure that pupils develop tolerance and listen to and respect others' views. Lunch times are a very pleasant social occasion. When it is wet staff encourage all the younger children to play music and movement games together

in the hall. Throughout the school, pupils work co-operatively in pairs and small groups and share resources and ideas readily. The very wide range of after school clubs supports pupils' social and moral development very effectively. There are good opportunities in personal and social development lessons for pupils to reflect on their own beliefs and develop awareness and tolerance of the beliefs and values of others.

38. Provision for pupils' cultural development is good. It is broadened through the subjects of the curriculum. In English both local and national writers regularly provide workshops in the school and there are many opportunities for pupils to appreciate their own and other cultural traditions. Attractive displays of art throughout the school extend pupils' awareness and understanding. There are many visitors and visits to places of interest, which include museums, theatres and places of worship. In religious education pupils learn about the various traditions, faiths and beliefs of world communities. There is a multi-cultural statement, that is adhered to, which stresses that all teachers should help pupils to develop an understanding of the world in which they live and the interdependence of nations.

41. **Support, guidance and pupils' welfare**

39. Levels of support and guidance are good throughout the school and pupils are valued and respected as individuals. Children under five are well supported during their first weeks in the school and this impacts well on their general progress and well being.
40. All staff, particularly the headteacher, know the pupils well and provide constructive educational advice which enables them to gain confidence, self esteem and to make progress. Overall, procedures for recording and monitoring pupils' academic progress are good and teachers, through a regular exchange of informal information, monitor pupils' personal development effectively. Pupils are provided with opportunities to set their own targets for improvement. They confidently approach staff with any immediate worries or concerns they may have knowing that their problems will be dealt with promptly and in a tactful manner. Personal, social and health education lessons are used effectively to provide pupils with opportunities to share their thoughts and express their feelings. The school does much to ensure that pre-school children are relaxed and comfortable when they enter the Reception class and that Year 6 pupils are confidently able to move on to the next stage in their education. Records of achievement are detailed and give a good insight into pupils' academic achievement over the full period of time spent in the school. Pupils with special educational needs are well integrated and receive good levels of support in classes and from visiting support agencies.
41. The school has appropriate child protection procedures in place. However, the named staff member with responsibilities for dealing with child protection issues has not received any recent relevant training. The school has appropriate procedures in place for dealing with accidents and illness and pupils who become sick or are injured are well cared for until their parents can be contacted. Only one member of staff holds an appropriate qualification in first aid. Concerns raised in the previous inspection report regarding aspects of health and safety have largely been addressed. However, the school still does not have its own formal policy for out of school educational visits. All staff ensure that the guidelines and procedures in the health and safety policy are adhered to and the school is a safe and secure learning environment.
42. The school has high expectations for standards of behaviour and teachers are effective in promoting good standards of behaviour in classes and around the school.

Parents are happy with the way in which the school deals with any incidents of inappropriate behaviour or possible isolated bullying and the vast majority of pupils support this view. The school's procedures for promoting good levels of attendance overall are good. Registers are analysed regularly and the well established links with the educational welfare services ensure that any cases of persistent non-attendance are promptly dealt with. Parents are required to supply notes of absence and to give reasons if their child is frequently late. Overall, the school complies with statutory requirements for the marking of registers however, the Governing Body has not set a time for closing the registers.

45. **Partnership with parents and the community**

43. The partnership with parents and the community is very good and one of the school's many strengths. The school's partnership with parents is good and the well established links identified in the previous inspection report have been maintained and strengthened. The partnership with the local community is very good.
44. Parents are kept well informed of forthcoming events and all aspects of school life through interesting newsletters and notice-board literature. The prospectus conveys positive messages about the school and is a good guide to school routines and procedures. Parents comment favourably on the way in which the school involves them in all aspects of their child's education and inspection evidence supports this view. Annual reports are detailed and give a good account of pupils' progress. Parents are able to meet with staff to discuss the report and at the end of the school day if they have any immediate concerns or worries. Parents are warmly welcomed and encouraged to become actively involved in the daily life of the school by helping in classrooms with various activities and on educational visits. Their support does much to add to the quality of pupils' learning and significantly enhances the overall quality of school life. The PTA works hard to support the school financially by organising fund raising activities which are well supported. This help is very much appreciated by the staff and Governing Body and the monies raised are put to good use by the school. The topic information provided by the school enables parents to gain an insight into the curriculum and to support their child's learning at home. Some of the parents who have pupils with special educational needs are not provided with sufficient insight into some aspects of the formal decision making process.
45. The school has worked hard to develop and nurture its partnership with the local and wider community and the very good links have a positive and significant impact upon pupils' progress and attainment in many curricular areas. Visitors are warmly welcomed and invited to talk to pupils about their interesting experiences. Pupils are also provided with opportunities to work with professionals such as well known authors and musicians. There are well established links with the Church. Pupils celebrate Christian festivals at the local Church and have a good understanding of other religious denominations through the school's links with a local Methodist Church. The headteacher attaches great importance to the need to ensure that pre-school children are confident and comfortable when entering the Reception class and has done much to involve the playgroup in all aspects of school life. Both pastoral and curriculum links are well established. The breakfast and after school club provides valuable support for pupils and for parents who work. The way in which the school enlists the expertise of the support agencies to support the teaching of personal, social and health education is very good and enables Year 6 pupils to enter the secondary phase of their education well informed. The school recognises the need for pupils to gain interesting experiences of the wider community and organises termly educational visits which are relevantly linked to class themes and topics. The annual residential visit is well organised and has a planned formal programme of activities and events which is sent to parents.
46. The school recognises the need for pupils to develop an awareness of citizenship and does much to involve them in raising money for various charities and worthy causes and to care for the more vulnerable people in society. An example of this is the way in which the Harvest parcels are distributed to the local senior citizens. Industrial and commercial links are not a strength of the school. Those industrial commercial links that do exist are well established and enable pupils to gain an insight into the world of work.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

49. Leadership and management

47. The overall quality of leadership and management of the school is satisfactory. The school benefits from sound leadership of the headteacher who is providing a clear educational direction as it continues to expand. A senior management team that comprises the deputy headteacher and Key Stage 1 co-ordinator ably supports him. A working partnership is firmly established and this, together with a hard working and committed staff, enables the school to be forward looking and evaluative. A strong team spirit is very evident and this enables the school to appraise its performance openly and honestly. This has enabled continued recent improvement in the school, particularly in relation to the standards being attained by pupils at the end of both key stages.
48. The school has a positive ethos that is focused on enabling all pupils to work towards attaining their full potential. The school mission statement of 'Every child has each day but once' is very apparent. All pupils are made to feel valued and appreciated no matter what their age, background or gender. The school has a strong commitment to equal opportunities and many parents appreciate the aims and values that the school stands for.
49. The leadership of the school has been successful in addressing the key issues raised in the previous inspection. In the main standards have been raised to those expected for 11 year olds in science, design and technology and history. Schemes of work to assist teachers in planning pupils' work as they move from class to class, have been successfully drawn up and are well used in each of the classes. The role of the senior management team has been strengthened, as has that of the subject co-ordinators. Monitoring of teaching is now more common place with regular evaluation of teaching and standards being undertaken in each of the core areas of the curriculum. Furthermore, the school has maintained the good standards of behaviour, positive attitudes and warm relationships highlighted as strong features of the school in 1994. At the same time, the physical expansion of the school is being managed well and has the potential to impact further on the overall quality of education offered to pupils. The arrangements for the implementation of the National Literacy Strategy and the National Numeracy Strategy have been managed well. Early signs are that the school's approach to the implementation of these is starting to have a telling impact on standards. The school has not, however, managed to raise standards sufficiently in information technology in Key Stage 2 or eradicate the amount of unsatisfactory teaching noted in Key Stage 2 at the time of the school's last inspection. Given the open and honest manner in which the school evaluates its provision and the strong interest and understanding of how to raise standards yet further, the school is well placed to improve.
50. The management of pupils with special educational needs is satisfactory. The school's policy for this is clear. The school's general assessment procedures allow for early identification of pupils with difficulties and prompt help goes some considerable way to overcome these. However, in Key Stage 1, although staff know the pupils well and are fully supportive of their needs, there is a lack of formal identification and recording of pupils' progress. Consequently, the school's provision does not meet the requirements for the Code of Practice for pupils with special educational needs. In addition, pupils are almost automatically placed at a higher stage on the school's register for special educational needs with no formal notes of progress kept for the pupils' future teacher to refer to when planning work.

51. The governors are fully supportive of the school and work hard for its continued development. Much recent work has been largely focused on the physical expansion of the school. The Governing Body's committee structure enables governors to have a direct input into decisions regarding the school's progress. They regularly discuss end of key stage National Curriculum test results and from these discussions have some well targeted action points for continued improvement. The Chair of the governors is a regular visitor to school as are other governors. This enables them to get clear first hand experience of day-to-day life and of how the school operates and further engenders the strong team spirit evident. Governors also regularly contribute to and evaluate aspects of the School Development Plan. This is strongly focused on the school's current and future needs and highlighted action points are appropriately costed. However, not all developments are suitably followed through in terms of measuring the success of initiatives on the impact on standards. There are nominated governors for many areas of the curriculum including literacy, numeracy and special educational needs.

52. Most statutory requirements, including that of holding a daily act of collective worship, are met. There are, however, some omissions in the governors' annual report to parents.

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55. **Staffing, accommodation and learning resources**

53. The school has enough suitably qualified teachers to meet the requirements of the National Curriculum including the provision for pupils with special educational needs and children under the age of five. There are also appropriately qualified support staff who work closely with teachers and make a significant contribution to pupils' learning, the standards they achieve and the progress they make. They all take part in a range of training courses to ensure that they keep up to date with changes to the curriculum and also to assure that their subject expertise is well maintained. The school has a well structured programme for staff development which is closely matched to the targets in the School Development Plan and the teachers' own needs.

54. Job descriptions have been formulated and all teachers with curriculum co-ordinating roles have a clear understanding of their responsibilities. Student and adult helpers are used effectively in classrooms to support pupils' learning. Relationships are very good and a strong sense of teamwork exists throughout the school. The school secretary works hard to ensure that the daily administrative procedures are carried out effectively to support the work of the staff. Other non-teaching staff such as those who prepare the school meals, the midday supervisors and the caretaker make a significant contribution to the life of the school. The staff appraisal policy has clear aims and objectives and there are formal agreed procedures for the induction of new staff.

55. The school is in the process of re-development to provide additional learning resources and dining hall facilities. Classrooms are organised effectively to make the best possible use of available space and to ensure that pupils in both key stages are able to undertake practical activities. The school does not currently have a food technology area. The building is in good decorative order and all internal areas of the school are significantly enhanced by bright colourful displays of pupils' work, which stimulate learning and create a pleasant environment. The small garden, used mainly by the older pupils, is a valuable asset which enhances the school grounds and provides a haven where pupils can sit and quietly reflect if they so wish. The school reaches high standards of cleanliness and is well maintained.

56. The school has an appropriate range of quality resources to support pupils' learning across the curriculum. Resources in English are good and the well stocked library contains a wide range of fiction and non-fiction books and is a bright learning environment. The school organises educational visits to places of interest, which are closely linked to class themes and topics, which greatly enhances and enriches the curriculum.

59. The efficiency of the school

57. Overall, the school makes sound use of resources. The governors and headteacher ensure that educational developments are supported through careful financial planning the quality of which is good. The expenditure on staffing is relatively high but reflects the governors' priority to maintain stability of staffing to cope with fluctuations in the nominal roll.

58. The school budgets systematically for new and well focused expenditure which is directly related to the priorities agreed in the School Development Plan. Additional funds have been allocated in the last year to ensuring adequate resources for literacy. The improvement in pupils' attainment in 1999 indicates that recent increased expenditure has provided good value for money in relation to standards attained by the pupils. The school recognised the need to provide more classroom support and increased the number of support hours. This has also had a positive effect on enhancing the quality of education. Funds have been allocated for supporting the Literacy and Numeracy strategy.

59. The school governors are well informed through their finance committee and receive regular financial information. The Chair monitors all expenditure and has undertaken a long term financial review based on changes in the nominal roll and costings of each aspect of the budget. All aspects of expenditure are reviewed but insufficient consideration is given to alternatives. The school has high expenditure on supporting pupils with special educational needs. An extra teacher has been employed for a third of the week, which has resulted in two class teachers being employed on part-time contracts. This has a detrimental effect on the quality of education as these teachers are not part of whole school assemblies nor do they see their pupils at the end of the day.

60. The school makes effective use of staff in the sharing of expertise. Teachers plan together within key stages and share their knowledge in science, physical education and music. The curriculum co-ordinators are fully involved in financial planning and managing their subject budget. Their involvement is a strength of the school as all priorities are openly discussed and agreed.

61. The school makes effective use of the present accommodation in which Key Stage 2 pupils are accommodated in temporary classrooms. The school library is an attractive learning environment. It is very well organised and well resourced and it is well used by pupils. Each lunchtime, pupils can use the library and are well supervised by the chosen librarians. During lessons, pupils are encouraged to visit the library to research information.

62. The school has a hall, field and learner swimming pool. In the summer term, pupils visit a local swimming pool to further develop their skills. The displays in school and classrooms enhance the accommodation and help to create a stimulating

environment.

63. Most of the educational resources are used effectively to enhance learning. The exception is that computers are rarely used in classrooms to support learning across the curriculum at Key Stage 2.
64. The recent local authority Audit stated that financial control was satisfactory. The issues raised in this report have satisfactorily been addressed and new financial procedures agreed with governors. The school is in the process of computerising the budget and training the clerical assistants.
65. Funding provided for pupils with special educational needs is significantly supported from the school's general budget to employ specialist support staff. This does ensure that pupils make sound progress but creates difficulties in balancing the budget. The school makes effective use of education training grants to support staff development. Staff in-service training, school effectiveness and management issues are successfully addressed in relation to priorities within the School Development Plan.
66. The school administration assistants are efficient and welcoming. They ensure the efficient day to day organisation of the school, giving clear support to the central purpose of the school in teaching and learning.
67. At the time of the last inspection the school gave satisfactory value for money. Children enter the Reception class with attainment similar to that expected of their age. They make good progress through Key Stage 1 and satisfactory progress through Key Stage 2 to achieve the standards expected of their age.
68. The school provides a good quality of education, including good quality teaching. Therefore, in relation to the income received the school continues to provide satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

69. Assessment of the children on entry to the school indicates that most are achieving average levels of attainment. Progress is good in all of the areas of learning so that by the age of five most of the children are likely to achieve the nationally recommended Desirable Learning Outcomes and progress successfully to the initial stages of the National Curriculum.

Personal and social development.

70. Children show considerable confidence as they attempt different tasks, explaining what they are doing and what they hope to achieve; for example, making a paper pattern of their own design. They share well and establish effective relationships with other children as they work and play harmoniously together. They co-operate well and take turns, for example, putting cakes in the play oven as they share the resources in the home corner. Children work independently and show initiative, for example demonstrating how to use the large role of sticky tape skilfully. Children are eager to explore new learning and concentrate and persevere even when the task is difficult. Teaching is good. Teachers ensure that resources are attractively displayed, accessible to children and well used to support their social development. Teachers encourage children to take care of toys as they tidy away at the end of the session. Behaviour is very good and children support each other well showing awareness of right and wrong. There are well planned opportunities for children to express a range of feelings in religious education and to respond to religious and cultural events.

73. Language and literacy

71. Children make good progress in all aspects of language and literacy, and teaching is good. There are good opportunities for children to listen to one another's news and use pictures, words and symbols in their 'special writing'. Children listen attentively to the teacher and respond with confidence to her questions. Many are learning to take turns when talking and articulate their ideas well. Good opportunities are provided for them to talk about their experiences and extend their vocabulary, for example, when looking through photograph albums of visits to the seaside and walks in the snow. Children readily take part in role-play and make up their own stories, for example they take on the role of 'Princess of Hearts' in the 'Nursery Rhyme Palace. They show enjoyment in books, recognise a number of words in a sentence and follow the sequence of a story well. They recognise letters of the alphabet by shape and sound in literacy lessons and listen to rhymes and songs, singing along to 'Twinkle, Twinkle Little Star' with enjoyment. They recognise and write their own names and other simple words and are beginning to form their letters correctly using appropriate capital and lower case letters when writing their names.

74. Mathematics

72. Teaching is very good in mathematics and this results in children making very good progress. Children use mathematical vocabulary confidently stating which child is taller or shorter in a line, and they name a range of shapes including triangle, semicircle and square. They create their own patterns with shapes, cutting and sticking different kinds of paper, build towers with coloured bricks and place different kinds of cakes in a row. They are familiar with number rhymes and act out the story of the ten large elephants with enthusiasm. They count the number of objects they see

and relate this to the written numeral. They sort and match a range of everyday objects, for example, shells, small toys, plastic and wooden shapes. They compare different sized teddy bears and order them appropriately. They sort different foods in the home corner and count with confidence to ten and beyond. They sequence numbers correctly using the number 'washing line' and add one more and take one away in a variety of different contexts.

75. Knowledge and understanding of the world

73. Children talk readily about their families and where they live. They learn about the past through their project on Victorian toys and recall events important to them at news time. Teaching is good and the children make good progress. Teachers plan good opportunities for them to talk about their observations and record them, for example, they discuss their favourite meal and draw pictures of this. They encourage children to observe and explore natural and man made materials and compare rough and smooth materials. They look at similarities and differences as they examine objects through a magnifying glass. In science lessons they learn about living things, looking at different plants and animals and their habitat. There are good opportunities for children to question why things happen and how they work when they use construction toys. They cut, fold, stick and build when they make paper patterns and models. They use technology confidently turning on the tape recorder, playing a tape of their choice independently. They demonstrate how to change a tape and use computers very effectively to support their learning.

76. Physical development

74. Children move with good awareness of space and others in physical education lessons. They learn to express their emotions and move imaginatively and as they take on the role of the bear in the movement story 'The Bear Hunt'. They are beginning to show good control and co-ordination of their bodies as they move around the floor and they are developing a good understanding of gesture and stillness. Although there is no immediate access to a safe outdoor area good arrangements are in place that enables the school to share the resources that belong to the playgroup. This enables children to have regular access to wheeled toys. Children increase their skills as they climb and balance in lessons and there are good planned opportunities for them to practice throwing and catching skills. Children learn to handle a range of tools and malleable materials safely. They show good manipulative skills as they mould play dough into cherries in mathematics and hold a paintbrush and pencil correctly. Children make good use of construction toys and materials. Teaching is very good and this results in the pupils' good progress in physical development.

77. Creative Development

75. Teachers plan a good range of opportunities to extend children's creative development. They paint pictures, make models, explore colour, shape, and space confidently. There are good opportunities for them to respond to sound as they use the tape recorder and computer and explore the different sounds of the musical instruments. There are good planned opportunities for children to respond to what they see, hear, smell, and touch as they explore all their senses in the current science project. Teaching is good and every attempt is made to encourage children to think creatively and communicate their thoughts and feelings. Children's imagination and learning is further developed through the very effective use made of the room. There are attractive displays of the latest story and song the children are learning. The 'home corner' area is changed regularly to develop children's imaginative play.

Currently it is a nursery rhyme palace with nursery rhyme books and tapes and crowns and dressing up clothes. It is well used by both the boys and girls.

78. ENGLISH, MATHEMATICS AND SCIENCE

78. English

76. The end of Key Stage 1 National Curriculum assessment results in 1999 indicate that the pupils' attainment was below the national average in reading and in writing. At the end of Key Stage 2, in English, the results of the National Curriculum tests and assessments were above the national average. Taking the picture overall for the previous three years, attainment was well below the national average at the end of Key Stage 1 and below average at the end of Key Stage 2. This is not confirmed by the current inspection findings which indicate that standards in English are now above average at Key Stage 1, and average at Key Stage 2. This rise in standards is also indicated in the 1999 National Curriculum tests and assessments. The difference between the results of end of key stage data and inspection findings is explained by the difference in attainment between the current and preceding year groups and the impact that the introduction of the National Literacy Strategy is having.
77. The inspection findings indicate that pupils, by the end of Key Stage 1, reach above average standards in reading. They develop independence in reading and are aware of the difference between fiction and non-fiction. They use the library with confidence and use their knowledge of the alphabet to find books and information. In literacy lessons the standard of writing and speaking and listening is above average. Pupils make good progress as they develop awareness of different parts of speech and show knowledge of adjectives, nouns and verbs. They readily identify a range of words associated with time and feelings and use interesting vocabulary as they give examples of adjectives, for example, the 'camouflaged hedgehog'. They redraft work with a range of mistakes correcting inappropriate spellings and punctuation. Pupils listen attentively in a range of situations and when they listen to stories read to them many become totally engrossed in the story. They speak clearly and confidently respond to the teachers' questions. Progress is good across the key stage as teachers use the plenary sessions creatively at the end of the lessons to encourage individual pupils to talk to the class about what they have achieved.
78. By the end of Key Stage 2, attainment in reading is average. Most pupils show understanding of significant events and talk about the characters in the books they are reading. They use the library well and show skills in independently researching information for topics, although they show very limited knowledge of a range of books and authors. Pupils' attainment in writing is average. There is an appropriate range of writing in pupils' books that indicates that they write for different purposes and audiences; for example, imaginative stories and poems, different versions of the same story and reports on events they have experienced. Spelling is usually accurate but there is a weakness in some pupils in punctuation, especially in their use of paragraphs. Attainment in speaking and listening is average. Generally pupils listen attentively to adults and to their peers. They answer questions confidently and respond to teachers' questions, sometimes with enthusiasm. There are many good opportunities for pupils to develop their thinking and express their views in discussion as they work co-operatively.
79. As pupils move through Key Stage 2, progress overall is satisfactory for the younger pupils but slows at the upper end of the school. Pupils' writing is often below average.

It lacks interest and variety and there is little evidence of pupils developing and sustaining their ideas or choosing words well for effect. Throughout the key stage work sheets are used extensively and this impedes the development of pupils' literacy skills. At both key stages, handwriting in their handwriting books is often good but this skill is not transferred to other writing activities. Some of the oldest pupils fail to form their letters correctly and the presentation of their work is often poor.

80. Pupils with special educational needs make satisfactory progress overall. They are supported well by classroom assistants who work closely with class teachers, planning work for small groups and reporting on pupils' progress. Although there is an inconsistency in the use of individual education plans and in some teachers' ability to identify clear targets for improvement, most teachers plan work to meet pupils' individual needs.
81. Pupils show positive attitudes to all aspects of English and their behaviour is good. They listen well to the teachers and in the plenary session at the end of the lessons they listen attentively to their classmates. In the majority of lessons they show good levels of concentration and perseverance. Pupils are interested in their work and some take a pride in their writing, but this is not consistent across the school. Younger pupils show good levels of confidence and respond enthusiastically to teachers' suggestions but the oldest pupils sometimes lack motivation and make little effort to produce work that reflects their true capability.
82. The quality of teaching is good at Key Stage 1 with some very good features. Teachers have a secure knowledge of the literacy strategy and manage the process well. They challenge children effectively with questions that draw on children's previous knowledge and understanding. They give clear explanations and encourage pupils to work independently. In some classes the teacher models reading and writing so skilfully that pupils are held spellbound with the skilful use of the teacher's voice, especially when she reads the story. Good use is frequently made of information technology to support children's learning in literacy. At Key Stage 2, teaching is satisfactory overall but it varies from unsatisfactory to good. It is good when teachers plan work to meet the diverse needs of the pupils in the classroom. They explain the work clearly and have effective classroom routines and organisation. This ensures that pupils concentrate and remain on task. Teaching is unsatisfactory when lessons do not move with sufficient pace and time is not well used, for example when introductory sessions are too long. Pupils' work is not marked with sufficient detail to ensure that they learn from their previous mistakes. The teacher's expectations are low; pupils are insufficiently challenged and so produce work of a mediocre standard.
83. The English co-ordinator has a sound grasp of the literacy strategy and the school has implemented it effectively. She monitors teachers' plans regularly and has a good overview of how the subject is taught throughout the school. There are suitable reading, writing and speaking and listening policies and overall planning is effective especially at Key Stage 1 where teachers plan together well to ensure that they consistently build on pupils' previous learning. Teachers regularly assess pupils' work and keep suitable records of progress and attainment but at the end of Key Stage 2 assessments are not used sufficiently to inform the teachers' planning. There are sufficient resources to meet the needs of the curriculum. The library is well resourced and very well managed by both the pupils and the library coordinator. This ensures that it is a centre of learning within the school and makes a positive contribution to pupils' learning.

Mathematics

84. There have been a number of improvements since the previous inspection. More pupils are now achieving the higher standards of Level 3 in Key Stage 1 and Level 5 in Key Stage 2. Pupils show greater confidence in discussing their work. The overall quality of teaching has improved and teachers' planning is directly linked to the National Curriculum programmes of study. The co-ordinator's role has been successfully developed to monitor teaching and learning and targets have been set for each pupil.
85. Lessons observed during the inspection confirm that most pupils in the present Year 2 are expected to achieve the national expectation. The 1998 statutory tests show that at the end of Key Stage 1, most pupils achieved the standards expected of seven year olds. (Level 2). Approximately one seventh of the pupils achieved a higher standard. (Level 3). These results are below the national average. Over the period 1996-1998, the results are well below those achieved by pupils in similar schools. In the 1999 tests, the results show a significant improvement with more pupils achieving Level 3.
86. At the end of Key Stage 2, in 1998, only just over a half of the pupils achieved the standards expected of 11 year olds (Level 4). The number who achieved a higher standard. (Level 5) was below the national average. From 1996 to 1998, the results have been close to the national average but below those achieved in similar schools. The 1999 results are much improved with most pupils achieving Level 4 and a third of pupils achieving Level 5. Lesson observations indicate that most of the present Year 6 will achieve the standards expected of their age but due to a greater percentage of pupils having special educational needs, the results are unlikely to match those of 1999.
87. By the age of seven, pupils have a clear understanding of place value to one hundred and beyond. They recognise sequences of numbers including odd and even. They develop strategies to add two digit numbers and show confidence in mental arithmetic by adding and subtracting numbers to twenty. Most pupils can count in multiples of two, five and ten. They recognise all coins and can solve simple shopping problems. Some pupils are able to find change from one pound. Pupils show a good understanding of two and three dimensional shapes and describe their properties in terms of sides, corners and right angles. They begin to use everyday measurements of time, weight and length.
88. By the age of 11, most pupils have a secure understanding of their multiplication tables and the four rules of number. They confidently multiply large numbers by two digit numbers and can add and subtract decimals to two places. They have a secure knowledge of fractions and recognise equivalent fractions. They measure the circumference of circles and explore the relationship between circumference and diameter. Pupils are able to describe how to calculate perimeter and area. They are able to interpret information from simple tables and graphs but do not make effective use of information technology to extend their learning.
89. Pupils make good progress through Key Stage 1 in each strand of the mathematics curriculum. Younger pupils are able to count and order numbers to twenty and show a clear understanding of mathematical vocabulary including, before, after, next to, in-front of, first, fourth etc. They recognise and make repeating patterns. They identify missing numbers on a number line and can count forwards and backwards. By the end of Year 1, pupils recognise a range of shapes including cube, sphere and

cylinder. They record their work in different ways and develop a secure mathematical vocabulary.

90. Pupils make satisfactory progress through Key Stage 2, but it is variable between the different strands of the curriculum. Progress is good in number. Pupils extend their understanding of place value and the relationship between numbers by developing methods of computation. They are able to approximate numbers to the nearest ten or hundred and use decimal notation in recording money and temperature. Pupils in Year 3, confidently describe the similarities and differences between shapes. They recognise right angles and are able to use straws and plasticine to make their own three dimensional shapes. In Year 4/5, pupils extend their understanding of measurement and can measure in degrees. They recognise acute and obtuse angles. They confidently describe odd and even numbers to one thousand and explain the differences of pairs of numbers. Older pupils develop a secure understanding of measurement. They calculate standard units of length, capacity and time and convert one metric unit to another. Pupils with special educational needs make satisfactory progress in both key stages. Teachers ensure that work is matched to pupils' prior attainment.
91. Numeracy skills are used effectively to support learning in other subjects. In science, pupils conduct experiments on thermal insulation and record temperatures at regular intervals. They present their findings in simple tables and write their conclusion. In history, pupils develop a sense of chronology and can calculate time from the past to the present. The school has made a satisfactory start in the introduction of the National Numeracy Strategy.
92. Pupils in both key stages enjoy mathematics and respond with interest, enthusiasm, determination and perseverance. They enjoy working co-operatively and this contributes significantly to their social development. Very good examples were seen when pupils were given practical tasks which entailed working with a partner. Pupils behave well in all lessons and respond readily to their teachers and support staff. They listen to each other's explanations and are eager to answer questions. Some pupils do not take sufficient care with recording their work.
93. Teaching in Key Stage 1 is good. Teachers have secure class management skills and make effective use of time and resources. They ensure that work is matched to pupils' prior attainment and quickly recognise pupils' misconceptions. A very good example being when pupils had difficulty in understanding how coins could be combined in different ways. The teacher used the pupils to act as the coins in her purse and created a practical activity. Pupils quickly recognised that five two pences made ten pence.
94. In Key Stage 2, teaching varies from good to satisfactory, overall it is satisfactory. When teaching is good, teachers show good class management skills and have high expectation of their pupils. All teachers plan their lessons effectively, but some lessons are less challenging than others. This is particularly evident in the mental sessions before the main focus of the lessons. In some classes insufficient attention is given to expecting pupils to take care with recording and marking is not used effectively to develop pupils' learning.

97. **Science**

95. In the 1999 National Curriculum tests at the end of Key Stage 2, the pupils' attainment was average at the expected level and above average at the higher level. Since 1996, standards in science have been below average although those for 1999 are a marked improvement over those of the preceding three years. When compared with similar schools, standards are below average. The findings of the inspection are that by the end of Key Stage 2, pupils attain standards that are in line with the national average. This is an improvement over the judgement made on standards in science at the time of the school's last inspection. At that time, standards were found to be below national expectations. There is no significant difference in attainment between the boys or girls.
96. At the end of Key Stage 1, the results of the 1999 National Curriculum teacher assessments show that standards in science were in line with the national average at the expected level. At the higher Level 3, standards were well below average. When compared to similar schools, pupils attained below average standards. The attainment of the current Year 2 pupils, based on inspection evidence, is in line with the national average.
97. By the age of seven, pupils know and understand the differences between living things and those that have never been alive. Using given criteria, they sort living creatures into sets and explain the similarities and differences between them. They have sound knowledge of the main parts of plants. Through first hand experience, they know that plants grow from seeds and appreciate fully the importance of air, light and soil in order for living things to grow. In relation to themselves, they are able to name different parts of the body such as hand, knee and elbow. Through investigation work, they appreciate that where, for example, an ice cube is sited will affect the speed at which it will dissolve. Standards in investigation work are average. Pupils understand that a circuit is needed in order to make a light bulb work and that a yo-yo will operate by the use of forces such as pull and push.
98. By the end of Key Stage 2, pupils have developed a sound knowledge and understanding of various scientific ideas. They explain what life-cycles and food chains mean. They give examples of forces, but this knowledge is not particularly extensive. Few, for example, understand what is meant by such terms as 'upthrust' or how the moon affects the ebb and flow of the tide. However, most pupils explain the relationship between the planets of the solar system and their relationship to the sun. Through exploring in some depth topics such as 'Ourselves,' pupils have a good knowledge of the human body. Not all pupils are able to differentiate effectively between solids, liquids and gases. Their knowledge of light and sound is generally satisfactory. Standards attained in investigation work are average.
99. Pupils are currently making good progress in Key Stage 1. In both classes that constitute the key stage, good and increasing attention is paid to developing pupils' learning through using investigation work as a means of exploring scientific ideas. This is enabling pupils to make good progress in the development of their scientific vocabulary and ideas. In studying living things, for example, they effectively develop their knowledge that animals such as camels or seals are able to adapt to the environment in which they live. In Key Stage 2, progress made by pupils is satisfactory. In lower Key Stage 2, this is often good. An increasing range of more technical, scientific vocabulary is introduced to pupils. This includes, for example, terms such as 'classification,' 'pollination,' or 'organism.' As in Key Stage 1, good use is made of investigation work to encourage pupils' curiosity about elements of science

in the world in which they live. Progress by the current Year 5 and 6 pupils is too slow. Often their science work consists of completing photocopiable worksheets, the content and ideas in which fail to add anything of major significance to their learning. In both key stages, pupils with special educational needs make progress comparable to others in their class.

100. In the main, pupils demonstrate positive responses to undertaking work in science. Younger pupils are highly curious about the world in which they live and treat living things and creatures with care and respect. As pupils move into and through Key Stage 2, many work sensibly and effectively, and are able to present their work in a systematic and sensible manner. At the upper end of Key Stage 2, a small but significant minority of pupils do not always work to their full capability and waste time during the course of lessons.
101. The quality of teaching in Key Stage 1 is good and in Key Stage 2 is satisfactory although there are examples of good teaching. In Key Stage 1, teachers often plan science work effectively with other subjects. This enables pupils to explore ideas in some depth. Planning often reveals close attention to the development of scientific vocabulary. Explanations and demonstrations are clear and investigation work often allows pupils to use scientific equipment such as magnifying glasses, as seen in one Year 1 lesson when pupils were exploring the structure of bread and how this changes when it is made into toast. Day-to-day assessment is good and teachers effectively draw together the degree and depth of pupils' learning in order to plan the next steps in their learning. In Key Stage 2, teaching is satisfactory, although occasionally good in some lessons. In upper Key Stage 2, there is some unsatisfactory teaching. This is characterised by weak organisation of practical work, low challenge and lack of clear and effective planning to take into account the needs of the ages and attainments of pupils in the mixed aged class. Lessons do not allow sufficient time for pupils to discuss their ideas, the ways forward or questions such as, 'What might happen if such a course was to be taken?' The quality of marking is not always effective and does not give sufficient guidance as to how pupils may improve their work. In both key stages, too little use is made of information technology as a means of developing pupils' skills of scientific enquiry or in using it as a tool to present the results of their findings.
102. The school has developed a science curriculum that complies with the requirements of the National Curriculum. Since her appointment to the post of co-ordinator, the deputy headteacher has provided clear and sensitive leadership for the subject. Her work has included thorough and rigorous evaluation of, for example, pupils' attainment in the end of key stage National Curriculum tests and teacher assessments. From such work has come clear teaching points in order to improve the standards being attained. She also teaches, from the mid-point of the calendar year, upper Key Stage 2. This enables pupils to get the benefit of her experience and interest in the subject. The policy for the subject is clear and guidance materials produced by the school are helpful to teachers in planning work. Good progress has been made since the school's last inspection in improving the quality of back up materials for teachers to support their teaching. Resources are of good quality, well organised and effectively support pupils' learning. These include a detailed range of non-fiction materials in the school library to aid pupils in their studies which also impact positively on pupils' progress in literacy.

105. **OTHER SUBJECTS OR COURSES**

105. Information Technology

103. Since the previous inspection, while there have been significant improvements in the progress and attainment of pupils at Key Stage 1; this has not been carried through into Key Stage 2. Information technology is used extensively in Key Stage 1 to support pupils' learning in many areas of the curriculum. This ensures that pupils achieve standards above expectations in most of the strands of the National Curriculum Programme of Study. At Key Stage 2 attainment is below expectations. There are good opportunities for pupils to practice their skills at the computer when working with a volunteer at the network but there are very limited opportunities for them to use information technology to support their learning across the curriculum.
104. At Key Stage 1, pupils make good progress so that by the end of the key stage they are familiar with a range of technology and use computers, tape recorders and CD players confidently. They are adept in using the keyboard, mouse and printer. They follow on screen instructions and save and print their work. They interrogate the CD ROM World Explorer to obtain information about wild animals and the country from which they originate. They know how to use 'clip art' to illustrate their written work and are justifiably proud of the result. They estimate the distance that the programmable toy 'Pip' will go between objects, clear its memory and programme it to go forwards and back, right and left. They know how to control the turtle on screen and write a programme to enable it to draw a square and move different farm animals around on screen and explain why some are more difficult to move than others.
105. At Key Stage 2, pupils make limited progress. They use computers to support their work in English and art but make very little use of information technology in science and mathematics. In one class younger pupils have transferred sets of information onto a database using a questionnaire they devised on the computer, but there are many missed opportunities for pupils to explore and solve problems, discuss their experiences or consider the effects of information technology in the wider world. There are very few recent examples of pupils' work in which they handle and record data, produce tables, charts and graphs. Control technology is yet to be implemented. The school has recently purchased resources to support this area of the curriculum.
106. Most of the teaching seen at Key Stage 1 was very good. It was never less than good. Teachers have secure knowledge of the subject and use a range of different technology resources. They support children's learning very effectively with clear demonstration and open-ended questions. They encourage pupils to think about what they are doing and frequently ask 'What would happen if?' They encourage pupils to take the initiative and become confident and independent in using the resources. They take every opportunity to use information technology to support pupils' learning in literacy and numeracy. The plenary session at the end of the lesson is very well managed with pupils encouraged to share their experiences with others. Their own enthusiasm is often infectious and at the end of one lesson the pupils expressed disappointment that there would be no information technology lessons as it was half term holiday. No teaching was seen at Key Stage 2.
107. Pupils are enthusiastic and show enjoyment in all aspects of information technology. They listen attentively to the teacher when she is demonstrating the resources or asking questions. They work very co-operatively in pairs and small groups and concentrate well. They report confidently at the end of the session describing what they have learnt.
108. The coordinator has worked hard to produce a detailed policy and scheme of work to

support teachers. She provides regular in-service training and has provided a framework to enable teachers to incorporate information technology into other National Curriculum subjects in each year group. There are sufficient resources to meet the needs of the curriculum, including a suite of computers and a range of control technology equipment.

Religious education

109. By the end of both key stages, standards of attainment for religious education are in line with the expectations of the Local Agreed Syllabus. This judgement is in line with that made at the time of the school's last inspection when standards were also found to be satisfactory. Across the school, teachers are mindful to raise pupils' awareness of the fact that people from different faith groups practise and celebrate that faith in many different ways.
110. By the end of Key Stage 1, the majority of pupils are able to name some of the places, objects and people from different religious traditions. They know, for example, that Christians remember the tradition of harvest as being a special time of the year. They know that a church is a special place where Christians go to gather as a community and practise their beliefs. They also have a good appreciation that people from other faith groups have different beliefs and practise these in different ways. By the end of Key Stage 2, pupils understand that the beliefs of other faiths shape the lives of people and that different religious symbols are used as a means of worship. Most pupils are aware that people may well go to a synagogue, mosque or temples to pray. Their understanding of the idea of worship is suitably developed for their age. Most pupils are aware of the main events leading up to the death of Christ and are able to say why Easter is an important part of the Christian calendar.
111. In the main, pupils make sound progress in their understanding of the customs, practices and everyday life of people of different religions as they move through each of the classes. In Key Stage 2, most pupils have learned about the Jewish festival of Sukkot and through discussion are able to compare the similarities and differences between this festival and that of the Christian faith. The close and visible links with the local church of St. Peter's, enables all pupils to make secure progress in developing their understanding the objects and religious artefacts that are to be found in a Christian church. As they move through the school, pupils gain in knowledge and personal sensitivity of how religion can play an important part in the daily lives of people. They gain further understanding, for example, into how marriage ceremonies may differ within each particular faith community. They also fully appreciate that there are certain rules to guide one's moral behaviour and can give examples of the Ten Commandments. All pupils, including those with special educational needs, make equal progress to their classmates in each of the classes.
112. The pupils display due sensitivity when discussing themes of a religious nature. Most listen with interest and respect when pupils or classteachers share their viewpoints in front of the rest of the class. When taking part in visits to the local church, pupils are mindful of where they are and listen carefully to adults who may be explaining the function and significance of a particular religious artefact.
113. The quality of teaching in most classes is, overall, satisfactory. The themes chosen for pupils to explore comply with guidance in the Agreed Syllabus from the local education authority. Care has been taken to ensure that despite the rural location of the school, pupils get purposeful and relevant experience of the traditions and customs of other faith groups. To meet this aim, artefacts and resources are used well to illuminate particular teaching points. Appropriate attention is given to discussion and guiding pupils to share their opinions between themselves or to a larger group. Where teaching is unsatisfactory, activities are not sufficiently challenging and opportunities for pupils to take part in discussion are too few. Assessment of the pupils' information technology capabilities is not consistently applied from class to class.

114. The school has steadily built up resources for the subject since the time of the last inspection. The co-ordination for the management of the subject is undertaken by one of the part time teachers. She manages these duties ably and has contributed significantly to the appropriate status religious education has in the school. However, at present, there are no formal means by which the teaching of the subject is monitored. The Act of Collective Worship does not, in its current format and placement at the end of the school day make a significant contribution to the status of the subject. However, where possible, local ministers visit the school to talk to pupils about, for example, the meaning and importance that the local church has to play in the everyday lives of people and the contribution it can make to the development of the idea and notion of community.

117. **Art**

115. By the time pupils leave the school, they attain standards that are in line with expectations for their age. This is the same judgement as that made in the school's previous inspection. By the age of 11, most pupils have a secure understanding of the various approaches to drawing. In their work on sketching Victorian artefacts, for example, most pupils effectively demonstrate how the ideas of tone, shade and line can be used to create a representation of what they are drawing. Pupils use a range of paints and brushes to match colours as closely as possible. They understand what is meant by a 'wash' and they are able use colour to evoke a particular mood or feeling. Pupils discuss different printing techniques and make products using the techniques of stitching and weaving.

116. Pupils, including those with special educational needs, make satisfactory progress as they move through each class. The work of famous craftspeople from many different cultures is often used by teachers as a stimulus for pupils to explore. This enables pupils to develop and apply a good knowledge of the techniques employed by particular artists such as Picasso or Van Gogh in their own work. In Key Stage 1, pupils make good gains in their awareness of how pencils are used and applied to paper to make a variety of patterned lines such as wavy, straight or zig - zag. They also appreciate well that applying greater weight will result in darker shades being created. This progress in drawing is suitably extended as pupils move through Key Stage 2 as they steadily improve their ability to produce careful, intricate and involved drawings from objects or artefacts. Progress in painting across both key stages is sound. Younger pupils are given sufficient opportunity to explore the qualities of paint and how it can be mixed to form other colours. Older pupils sufficiently develop this in matching colours from mixing a variety of paints with increasing complexity. Many pupils in both key stages effectively develop their knowledge of other artists. Progress in printing is satisfactory. Key Stage 1 pupils print with a variety of objects such as sponges, card or leaves to create an image. At Key Stage 2, pupils are able to spot repeat prints such as that seen in wallpapers and stimulated by the work of William Morris. Pupils also make secure progress in creating three-dimensional works of art using different media.

117. Pupils in both key stages enjoy their art work and talk enthusiastically about the work they undertake. Many pupils try hard to produce work that is of high standard and reflects their own particular abilities in the subject. Older pupils enjoy talking about the impact that the work of particular artists has on their emotions and feelings. All pupils use the school's resources with care and respect.

118. Examination of teachers' planning, pupils' work, discussions with pupils and the small amount of teaching seen in Key Stage 2 indicates that in both key stages, the quality of teaching is satisfactory. All staff have secure subject knowledge and use this well in planning work that is suitably matched to pupils' ages and abilities. The work of famous artists is used creatively in this respect. Good links are made with other subjects and this enables pupils to explore certain themes in some depth. Teachers are mindful, for example, to explore the potential of other religions as a means of enhancing pupils' appreciation of art. The local community of Wimblington is often used also as a stimulus for art and the local church of St. Peters that is sited next to the school is used well in this regard. In both key stages, teachers carefully consider how various artistic terms and language should be developed in a lesson. The use of sketchbooks is a recent innovation to serve pupils as an aid to their artistic endeavours.
119. Since the school's last inspection, there has been good progress in implementing a scheme of work to guide teachers in planning art work. This is consistently used across the school and allows pupils' learning to move forward in a structured way as they move from class to class. The subject makes a positive impact and contribution to the provision for pupils' spiritual and social development as they are encouraged to work collaboratively and to appreciate the contribution that art can make to their understanding of the wonder of the world in which they live. Resources are of an appropriate quality. The quality of displays is good and significantly adds to the status of the subject.
122. **Design and technology**
120. By the time they leave the school, pupils attain standards that are average for their age. As they move through the school, pupils, including those with special educational needs make satisfactory progress in most elements of the design and technology curriculum. This represents the same judgements as that made at the time of the school's previous inspection.
121. Pupils in both key stages have a sound understanding of the design process. At Key Stage 1, pupils are given regular opportunities to draw initial sketches as to how their models may develop and have a good appreciation that materials such as card, paper and fabric are able to be combined to produce simple artefacts. A good range of construction kits further aids this sound progress. At Key Stage 2, pupils further develop these skills. They are able to use more sophisticated tools and equipment to construct and make more complicated models. They appreciate the importance of making prototype models as working aids to their final products. Pupils also understand appropriately that many everyday working objects such as kettles, may well be made from different materials and styled differently, but that they basically perform the same function. At present, progress in relation to food technology is hampered owing the lack of appropriate facilities for such work.
122. Pupils' attitudes towards design and technology are good and discussions with pupils suggest that they enjoy their work with older pupils appreciating the opportunities given to them to undertake design and technology in the small converted boiler room created for such purposes. Evidence suggests that pupils have a good appreciation of the need to use tools and equipment sensibly and effectively being equally aware of the dangers of inappropriate use.
123. No direct observation of design and technology was seen during the inspection.

Evidence from examination of pupils' work, scrutiny of teachers' short and medium term planning and discussions with pupils suggests that teaching in both key stages is satisfactory. Teachers are secure in their subject knowledge and successfully integrate aspects of design and technology into their teaching with other areas of the curriculum. Subjects such as history, for example, are used well in this respect. Work is attractively displayed and further evidence kept via the taking of photographs. Opportunities for pupils to use information technology as part of their work in design and technology are currently too few.

124. The co-ordinator, who is the deputy headteacher, has a good overview of developments and the quality of teachers' lesson plans in the school. Purposeful development has taken place in the subjects since the school's last inspection. A scheme of work, for example, based on the local authority's guidance materials is used well by all teachers. This ensures that pupils' learning in the subject progresses steadily as they move from class to class. Equally good use is made of the small, but effective, design and technology room created for the pupils as a result of the conversion of an old boiler room. To aid in the teaching of the subject, a governor regularly assists in lessons. This enables governors generally to receive regular updates as to developments in the subject.

127. **Geography**

125. No lessons were observed during the inspection. Judgements are made on the scrutiny of pupils' previous work, teachers' planning and discussions with staff and pupils.

126. Since the previous inspection, the school has developed a policy which clearly outlines the skills to be developed and the topics to be covered. The role of the co-ordinator has been developed to monitor all planning but not to monitor teaching and learning. This is a weakness.

127. By the end of Key Stage 1, pupils can describe routes from home to school. They use photographs of the school and village and are able to compare then and now. They know how to use a globe and an atlas to find continents and countries. By the end of Key Stage 2, pupils are able to use grid references and describe location using the eight points of the compass. They can describe environmental changes around the school and give reasons for these changes. They recognise that supermarkets are built on the outskirts of towns close to road networks. This enables quick and easy access but has resulted in villages losing their local shop.

128. Discussion with pupils indicates unsatisfactory progress through the strands of the National Curriculum. Although teachers plan coverage of these strands in a two or three year cycle, pupils' knowledge is below that shown by pupils in most schools. The strength of the curriculum is pupils' knowledge of the locality, but there are significant weaknesses in their knowledge of parts of the United Kingdom and of other countries. Pupils are unable to describe the physical and human features of other areas. They show a lack of confidence in describing aspects of the National Curriculum including the weather, settlements and environmental change.

129. No judgements can be made on teaching or the pupils' response to learning.

History

130. Since the previous inspection there has been an improvement in ensuring that pupils throughout the school develop a sense of chronology.
131. Pupil's knowledge and understanding is in line with that expected of 7 and 11 year olds. Pupils develop a sense of 'time' from Reception to the end of Key Stage 2. They develop skills in historical enquiry, extend their knowledge and develop their skills in communication.
132. By the end of Key Stage 1, pupils are able to compare and contrast aspects of their own lives and past times. They recognise similarities and differences between entertainment, school and village life. They are able to talk about the lives of famous people of the past. They know of Christopher Columbus and his discovery of America.
133. By the end of Key Stage 2, pupils compare different historical periods. They describe lifestyles of rich and poor during the Viking, Tudor and Victorian periods and compare these with the present time. They confidently use a time line to define different periods and notable events.
134. Pupils, including those with special educational needs make satisfactory progress through both key stages. In Key Stage 1, pupils compare life in their school today with that of someone who attended the school fifty years ago. They use photographs and books to compare the differences in buildings and describe how school dinners have changed. They talk about how poor children were provided with a hot dinner but had no choice. They compare their toys, homes and transport.
135. In Key Stage 2, younger pupils show knowledge and understanding of the Vikings. They describe how the Vikings came from Scandinavia and compare clothing and homes with those of today. They enjoy making models of houses and jewellery. They begin to select and organise information to produce more structured work. Pupils extend their learning as they progress through the key stage. They describe life in Tudor and Victorian times and enthusiastically talk about their visit to Kentwell Hall as part of their Tudor project and Stibbington for their Victorian day. In their Tudor project they write about Henry VIII and Queen Elizabeth 1. In discussion they explain how Sir Walter Raleigh brought tobacco and potatoes to this country. Most pupils show confidence in describing work, homes, leisure and school during the Victorian period.
136. Pupils enjoy their history lessons which are enhanced by a wide range of visits and visitors. They behave very well in lessons and listen attentively to explanations. They are eager to talk about their projects and sustain their interest throughout the lesson. Older pupils take a pride in the presentation of their project books and show good development of independent learning skills. They make very good use of the school library to research information and are able to work unsupervised and to a time limit.
137. Teaching overall is good. It varies from very good to satisfactory. When teaching is very good, the teachers' personal enthusiasm is very evident. The teachers' enthusiasm is reflected to the pupils who are motivated by the range of resources displayed in the classroom. Skilled questioning ensures that pupils' vocabulary is extended. All teachers show secure class management skills and ensure a balance between imparting information and prompting pupils to become active enquirers by using reference books. In some lessons teaching is satisfactory but not enough opportunities are provided for pupils to research information and too great an emphasis is placed on completing and colouring a work sheet.

138. The co-ordinator has clear vision and enthusiasm. She monitors all planning but does not monitor teaching sufficiently.

141. **Music**

139. Pupils at Key Stage 1 make good progress. They enjoy singing rhymes and songs and listen with concentration to very effective 'mood music' during lessons. For example, older pupils responded to the music of Louis Armstrong in the song 'What a wonderful world'. They listened attentively and described how the music made them feel. They recognise how a sound can create an effect and talk about the different moods and feelings it can create. For example 'soothing', 'frightening', 'calming'. They sing a variety of songs and play simple pieces using untuned percussion instruments. They explore the various sounds of the instruments, consider timbre and change the sound by rattling, scraping or tinkling and even the youngest pupils are able to name many of the instruments. Younger pupils follow a set rhythm with their feet and are beginning to clap in time and to change tempo depending on the stimulus. They link movement to sound and respond to the sounds of the leopard as they listen to the tape.

140. At Key Stage 2, progress is unsatisfactory. This is due to the lack of time given to the subject over the year. Planning at Key Stage 2 indicates that music is covered in some classes but there was no music timetabled during the inspection. Pupils do not have sufficient experience of performing, composing, listening and appraising to enable them to listen with understanding or identify and develop musical ideas. All classes come together to sing with the rest of the school in assembly and occasionally they are accompanied by a musical group. However, there are times when the singing is very brief and pupils do not sing in unison or with enjoyment or enthusiasm. There is a recorder club at lunch times which is voluntary and pupils are learning to play a range of tunes. Considerable time is devoted to the Christmas concert each year and this gives all pupils an opportunity to perform to a wider audience. All pupils are encouraged to use the musical instruments at break and lunchtimes. However, in discussion pupils demonstrate very limited knowledge of musical terms, ideas or how music is affected by time and place. They have scant knowledge of well-known composers and little understanding of how to use symbols when performing and communicating musical ideas.

141. Teaching at Key Stage 1 is very good. Lessons are well planned and organised and the very effective use of time and resources ensures that pupils' interest and enjoyment is maintained throughout. Teachers use imaginative and effective ways of introducing sounds, sometimes combining them with movement. For example, the younger pupils are working on the sounds made by leopards; they listen to the taped sound and consider its movements. They have very secure knowledge and understanding of the subject and build well on previous lessons. They use appropriate vocabulary and encourage children to listen and appraise their own performance. They make good use of praise and ensure that pupils develop different ways of using percussion to create an effect. In lessons they use the tape recorder effectively to encourage pupils to listen to different kinds of music and think about the effect that the music has on their moods and feelings. No teaching was seen at Key Stage 2.

142. There is a suitable policy for music and a well designed scheme of work for each key stage. It covers all the elements of the Programme of Study. It is written in one complete progressive unit to provide structured opportunities for teachers to build on pupils' experiences. There are sufficient resources to meet the needs of the

curriculum and these are always accessible to pupils. The music coordinator takes some Key Stage 2 classes for one session each month, but the lack of regular taught time allocated to the subject adversely affects pupils' attainment and progress in music.

145. **Physical Education**

143. The previous inspection report recognised that pupils' experience a range of activities, develop skills and perform well. These standards have been maintained.
144. Only one dance lesson was observed in Key Stage 1 and two games lessons in Key Stage 2. There is insufficient evidence to make judgements on all strands of the curriculum, pupils' progress or an overall judgement on the quality of teaching.
145. In a dance lesson in Key Stage 1, pupils show good control of their movement and confidently change speed, shape and direction. They follow their teachers' example and strive to improve their performance. They recognise what happens to their body during exercise and that their heart beats faster.
146. No lessons were observed at the end of Key Stage 2, but discussion with pupils and the scrutiny of teacher's planning and records indicate that pupils receive a balanced programme during the year. All pupils are able to swim twenty-five metres and many swim much longer distances. The school is very successful in competing against other schools in traditional team games. A very well organised after school football club includes over half the pupils in the school and successfully develops pupils ball control skills. In the games lessons observed in Year3/4, pupils work well in groups and sustain energetic activity over an appropriate time. They show confidence in throwing and catching a ball and enjoy team games.
147. Pupils made very good progress in the Key Stage 1 lesson. They develop their movements in time to music and show balance, poise and co-ordination. They watch each other's performance and then develop their own movements. In Key Stage 2, pupils use playground space well and follow their teacher's guidance on how to pass a ball with accuracy. They work well as a member of a team and develop a clear understanding of a range of competitive team games. Pupils with special educational needs are fully involved in all lessons and make good progress in line with their peers.
148. Pupils show very positive attitudes towards this subject. They enjoy their lessons and the range of extra-curricular activities which enhance their learning. They behave very well in all lessons and co-operate well with each other when working in pairs and small groups. They listen to instructions and are eager to improve their skills. They relate well to their teachers and also to the parents who support the after school football club.
149. In the lessons observed, teaching varied from very good to satisfactory. Overall, teaching is good. In the very good lesson, the teacher showed very high expectation of the pupils to respond to music. The teacher was fully involved and skilfully ensured the lesson was linked to the class theme of 'A Wonderful World'. Imaginative strategies were used to stimulate pupils to warm-up and cool down. In the Key Stage 2 games lessons, pupils were encouraged to evaluate how their passing and movement could be improved. Teachers show good class management skills and relate well to their pupils.

150. The co-ordinator is enthusiastic and supported well by colleagues and parents. Her role has not been sufficiently developed to monitor the quality of teaching throughout the school.

PART C: INSPECTION DATA

151. SUMMARY OF INSPECTION EVIDENCE

- A total of 35 hours was spent observing classes and constituted observing 46 lessons.
- A further 22 hours 20 minutes was spent sampling pupils' work and talking to pupils.
- Further time was spent interviewing all subject co-ordinators and teachers with specific areas of responsibility were interviewed.
- A sample of registration periods was observed in both key stages. Discussions were held with the secretary about the procedures for monitoring attendance and in respect of the management of the day-to-day aspects of the school budget.
- Pre-inspection meetings were held with the staff, governors and parents.
- Discussions were held with the headteacher.
- Samples of pupils' work were scrutinised across all year groups.
- Pupils from each year group were heard reading aloud.
- An additional meeting took place in the week of the inspection with the Chair of Governors.
- Frequent discussions took place with pupils of all ages about their learning, achievements and views on aspects of the code of conduct.
- Inspectors observed lunchtime behaviour.
- Playtimes were observed and enabled informal discussions with pupils.
- Inspectors attended assemblies for both key stages.
- Additional documentation was scrutinised including long-term curriculum planning and some finance documents.
- An inspector made a detailed tour of the site to inspect the accommodation.

1. DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	161	0	24	6

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	7.14
Number of pupils per qualified teacher	22.5

Education support staff (YR - Y6)

Total number of education support staff	4
Total aggregate hours worked each week	62

Average Class Size	26.8
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Financial data

Financial year:	1998/99
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	£
Total Income	267 695
Total Expenditure	265 459
Expenditure per pupil	1 552
Balance brought forward from previous year	1 714
Balance carried forwards to next year	3 950

PARENTAL SURVEY

Number of questionnaires sent out:

161

Number of questionnaires returned:

35

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	57	43	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	80	20	0	0	0
The school handles complaints from parents well	45	45	10	0	0
The school gives me a clear understanding of what is taught	31	59	9	0	0
The school keeps me well informed about my child(ren)'s progress	42	58	0	0	0
The school enables my child(ren) to achieve a good standard of work	57	37	6	0	0
The school encourages children to get involved in more than just their daily lessons	60	31	9	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	37	54	6	0	0
The school's values and attitudes have a positive effect on my child(ren)	54	42	4	0	0
The school achieves high standards of good behaviour	46	46	9	0	0
	71	26	3	0	0

4. Other issues raised by parents

No other issues were raised by parents