

# **INSPECTION REPORT**

**Pulham CofE (VC) Primary School**  
Diss

LEA area: Norfolk

Unique Reference Number: 121051

Headteacher: Mr W Peasley

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Reporting inspector: Mr D Collard

Dates of inspection: 18th – 21st October 1999

Under OFSTED contract number: 707616

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:	Voluntary
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Harleston Road Pulham Market Diss Norfolk IP21 4SZ
Telephone number:	01379 676313
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Ann Ford
Date of previous inspection:	May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mr Dave Collard Register Inspector	Mathematics Information technology History Geography Music Physical education Special educational needs Equal opportunities	Attainment and progress Teaching The curriculum and assessment Staffing, accommodation and learning resources
Mrs Joan Lindsay Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mrs Patricia Williams Team Inspector	English Science Design and technology Art Religious education Under fives	Pupils' spiritual, moral, social and cultural development Leadership and management The efficiency of the school

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## **MAIN FINDINGS**

### **What the school does well**

Good standards achieved in English and science at KS1 and in English, mathematics and science at Key Stage 2

Good progress made in most subjects through Key Stage 2, especially information technology

Good quality of teaching especially in Key Stage 2

The balanced curriculum provided and the way it links different subjects together

The tracking of pupils' progress through the school

High standards of behaviour and the good attitudes towards work

The relationships established between all members of the school community

Very good provision overall for spiritual, social, moral, and cultural development

The partnership that has been established between the staff, pupils, parents and the local community

Very good leadership of the school and the particularly effective monitoring procedures

Good financial and administration support

### **Where the school has weaknesses**

Insufficient balance of creative and exploratory play for the youngest children

Pupils do not use computers sufficiently as a means of control in Key Stage 2

The governors' responsibilities regarding the systems for monitoring health and safety

The strengths of the school considerably outweigh the weaknesses although the latter will form the basis of the action plan that will be sent to all parents and guardians of pupils at the school.

### **How the school has improved since the last inspection**

The school has made good improvement since the last inspection. The high standards in design and technology, art, music, physical education and religious education have been maintained through further professional development, the purchase of resources and some specialist teaching. This has been achieved in spite of the need to increase the teaching time for the core subjects of English and mathematics. Wider opportunities have been given for reading and there are many more opportunities for research, enquiry and investigation and experimentation in practical work. The school now involves parents better in their children's education. A number of open evenings have been organised and parents have been consulted about homework, home-school agreements and swimming. The safety hazards mentioned in the last report have been rectified. Other issues that are presently being addressed include the provision for control work in information technology, the monitoring of the under fives provision and an evaluation of the standards of individual pupils. The school clearly identifies the key areas for development. Its capacity to improve is good.

## Standards in subjects

This 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	
			Very high	A*
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
English	A	A	<i>below average</i>	D
Mathematics	A	A	<i>well below average</i>	E
Science	A*	A*		

The table above shows the results of pupils from Year 6 in comparison to those in all schools and to those from similar types of school in 1999. There was a good improvement in both key stages from the scores in 1998. In Key Stage 1, pupils achieved results well above average at the nationally expected level 2 in all three core subjects of English, mathematics and science. Similarly at the end of Key Stage 2, the number of pupils achieving the expected level 4 was also well above average especially for those achieving the higher level 5. Evidence from the inspection indicates that the 1999 trend will continue. The progress of pupils under five is good in literacy and numeracy and satisfactory in creative and physical development and their knowledge and understanding of the world. Social and personal development, whilst being satisfactory, is not as strong since there are fewer opportunities provided by the school for children to play in small groups. Progress in other subjects through Key Stage 1 is satisfactory but it is good in Key Stage 2. Consequently, the overall academic progress through the school increases as pupils get older.

## Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	good	satisfactory	very good
Mathematics	good	good	very good
Science	-	satisfactory	very good
Information technology	-	good	good
Religious education	-	satisfactory	good
Other subjects	satisfactory	good	good

Overall the quality of teaching is good. During the inspection well over nine in ten lessons seen were at least satisfactory. Of these nearly six in ten were good or better and a quarter were very good or excellent. All of the very best lessons were seen in Key Stage 2. The small numbers of unsatisfactory lessons in Key Stage 1 were due to the lack of progress that was made. This was because the teachers either did not have sufficiently challenging activities and pupils were unsure of what they had to do or the balance of activities was wrong. In the best lessons work was very motivating, lessons moved at a swift pace, the teacher had good subject knowledge. When this happened the progress pupils of all abilities and ages made was at least good. It was particularly the case in many English, mathematics and science lessons in Key Stage 2. Teachers throughout the school work hard to ensure that pupils develop their understanding about how different subjects are interrelated.

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

## Other aspects of the school

Aspect	Comment
Behaviour	Behaviour is good in lessons, assemblies, at lunchtimes and when pupils are not directly supervised. There are very few incidences of bullying.
Attendance	Attendance is good and has improved slightly since the last inspection. Punctuality is good.
Ethos*	The school presents itself to outsiders as professional but friendly. The quality of relationships is high and opportunities for personal development are very good. The school reflects its commitment to increasing high achievement through the better monitoring and evaluation of its work.
Leadership and management	Very good leadership is provided by the headteacher. His workload is very high and includes teaching a class for three days. He is supported by a committed team of co-ordinators and by a well-informed governing body. There are suitable financial and administration procedures.
Curriculum	The school continues to provide a balanced and relevant curriculum. Its strength lies in the interrelation of different subjects, the various stages of planning and in the manageable systems for taking on board any changes. Assessment provides satisfactory information about pupils' strengths and weaknesses and this is improving through the better use of data.
Pupils with special educational needs	Pupils with learning difficulties are supported well. Emphasis is placed on improving literacy and numeracy skills and pupils with physical difficulties are supported very well.
Spiritual, moral, social & cultural development	Very good overall. The school has its own air of spirituality that is reflected in much of the work. Many lessons are dynamic and offer pupils opportunities for good discussion and for understanding their place within society.
Staffing, resources and accommodation	There is a satisfactory range of expertise amongst the staff, the accommodation is sufficient and provides an attractive learning environment. Resources are adequate except for some minor deficiencies in history. The number of computers is good and is to be further improved.
Value for money	The school provides good 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**

The part parents play in the life of the school  
The approachability of the school  
The school handles complaints well  
Parents are well informed about their child's progress  
There are good standards of work  
There are good extra-curricular activities and homework.  
The values that the school promotes  
The good behaviour of their children  
Children are happy at school

### **What some parents are not happy about**

The difference between the amount of homework at Pulham and that of the senior school  
The time of year that parents' evenings take place

The parents have very positive views about the school and the inspectors broadly agree with this. There are few negative comments but the inspection confirms that the development of homework is suitably addressed through clear policy statements. The school is constantly reviewing the timings of parents' evenings but in light of the above comments they will be undertaking further analysis.



## **KEY ISSUES FOR ACTION**

In order to continue to raise the standards still further the headteacher, staff and governors should:

Make more specific provision for the under-fives by:

Adapting planning to take greater account of all the recommended desirable learning outcomes

Reconsider the balance between directed activities and pupils' opportunities for creative and exploratory play

Plan for a more flexible use of time

Create a secure external play area

*(See particularly paragraphs 5, 15 and 67-75 of the main report)*

Improve the use of computers in controlling models to raise standards further in information technology in Key stage 2 by:

Improving teachers' knowledge about its use within the curriculum

Ensuring that the planning takes account of all the programmes of study

Monitoring the effectiveness of the provision and the standards achieved

*(See particularly paragraphs 11 and 98-100 of the main report)*

Ensuring that the policy for child protection is in place and specific health and safety assessments, including the development of a pupil restraint policy, are refined.

*(See particularly paragraphs 44 and 45 of the main report)*

In addition to the key issues above the governors should also consider the following minor points which are more fully explained in paragraphs 17, 22, 25-27, 34, 46, 57, 59 63 and 65 of the main report.

## **INTRODUCTION**

### **Characteristics of the school**

Pulham Church of England (Voluntary controlled) Primary School is situated in the village of Pulham Market, Norfolk. Pupils come mainly from the two villages of Pulham St. Mary and Pulham Market although approximately 15% of pupils come from outside this catchment area. The school was originally built in 1852 but was combined and extended in 1990 with the school in Pulham St Mary. Children enter the reception class in the year in which they are five and work alongside pupils in Year 1. The majority have had pre-school or nursery experience. At the time of the inspection, there were 3 girls and 7 boys under-five attending full-time although another 4 are due to join the school at the beginning of the Spring term. Induction arrangements are satisfactory and constructive links are established with the parents. Attainment on entry to the school is average and pupils are prepared for work on the National Curriculum by the time they reach the compulsory age of education at five. This is confirmed by the baseline assessments that are undertaken during the first six weeks of attending school.

The school roll has remained stable since the last inspection and presently stands at 124. The school is smaller than most other primary schools. Pupils come from a variety of different types of housing and backgrounds. There are no pupils who speak English as an additional language. There are roughly similar numbers of boys and girls but, in the mixed age classes and there are always more girls than boys in the youngest yeargroup. 11 pupils are entitled to free school meals which is below the national average. There are 21 pupils on the special needs register and of these 2 have statements of special educational need. This number fluctuates year on year and has fallen during 1999. It is close to the national average.

The aims of the school include tolerance and understanding, the raising of standards and a preparation for life within a Christian basis. This is reflected in the work of the school through assemblies, the support of children in other countries, art, music and the relationships between adults and pupils.

The targets for 11 year olds in Year 2000 are in the process of being reviewed following changes of pupils within the yeargroup. They presently stand at 50% reaching level 4 in English and 64% in mathematics. They were based on good, realistic and informed data.

## Key indicators

### Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	8	9	17

<b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	6	6	6
	Girls	7	7	6
	Total	13	13	12
Percentage at NC Level 2 or above	School	72	72	67
	National	80	81	85

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	5	5	7
	Girls	7	7	7
	Total	12	12	14
Percentage at NC Level 2 or above	School	67	67	78
	National	81	85	86

### Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	9	5	14

<b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	6	7
	Girls	4	4	4
	Total	9	10	11
Percentage at NC Level 4 or above	School	64	71	79
	National	65	59	69

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	6	8
	Girls	4	4	4
	Total	9	10	11
Percentage at NC Level 4 or above	School	50	71	86
	National	65	65	72

### Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	3.7
	Absence	National comparative data	5.7
	Unauthorised	School	0.6
	Absence	National comparative data	0.5

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

**Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	25
	Satisfactory or better	94
	Less than satisfactory	6

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

Academically children have average levels on entry to the school at four years old. By the time pupils reach the compulsory age of education at five they are suitably prepared for work on the National Curriculum. They make good progress in language, literacy and numeracy and satisfactory progress in creative and physical development and knowledge and understanding of the world. Their social and personal development whilst also being satisfactory is restricted because their learning is too directed by the teacher. There are too few times when children can interact in small groups or play imaginatively.

Attainment in the 1998 Key Stage 1 tests in reading and writing was below average. In mathematics it was well below average and in science it was average. This was the first year that there had been a downward trend across a number of subjects and is attributed to the makeup of the year group. Figures improved in 1999 and were above average in all the tests taken. These more closely reflect the findings of the inspection.

Overall attainment by the end of Year 2 in English is above average. Speaking and listening skills are good. Pupils can express themselves clearly and generally listen attentively. Reading standards are average although there are a number of pupils whose attainment is good. The technical skills of reading are being mastered and the use of the group reading during the literacy hour has helped this. They talk about books in a lively and sometimes informed way. Writing has improved most noticeably. Standards are average and with a significant number of pupils it is good. This has also improved with the use of the new literacy format. Different styles including poetry, letters are undertaken and basic grammar and structure are evident. In mathematics standards are average overall but again, a number of pupils are able to achieve at better levels. In science standards are above average. There are better standards in experimentation and investigation since the last inspection. Standards in information technology and religious education are average.

Progress through the key stage is very good in religious education and design and technology, good in mathematics, information technology and music. It is sound in all other subjects. Where progress is good or very good there is a combination of teacher expertise and a continuous progression in developing skills, knowledge and understanding. A mathematics lesson, for instance, had a combination of these features. The teacher uses appropriate vocabulary and explains the difference between 2 and 3D shapes so that all pupils understand what is meant. The lesson developed from other work and was to be followed up with other activities. Here teaching and progress were good.

Attainment in the 1998 tests at the end of Key Stage 2 in English was close to the national level. In mathematics it was above average and in science well above. In the 1999 tests the figures were above the national average with a substantial number of pupils attaining the higher level 5. In mathematics and science the percentage of pupils reaching the national level was also above average. Results of the inspection broadly reflect these figures. In speaking and listening reading and writing, standards are good in the present Year 6. Similarly in mathematics and science there are a substantial number of pupils able to attain above the national average.

Progress through Key Stage 2 is good overall. Particularly good is the progress in writing. Pupils use many different styles of writing. These are often linked well to other subjects or pieces of work. Pupils are able to discuss these in depth and explain why they have used a good technical vocabulary. It is also noticeably better in information technology both in the development of specific skills and in the links made to other areas of the curriculum. The good progress made by pupils can be attributed to the balanced curriculum, the high quality of teaching and the way teachers and assistants strive to enthuse and interest pupils.

The use of literacy across the curriculum is good. Pupils increasingly understand the links between reading and writing and the need to be able to research information and take pertinent notes. The success in speaking and listening ensures that discussions in many subjects are at a high level. Numeracy is also used well. Links are made in science, geography and information technology. Pupils record the results of their experiments, collect data to investigate for instance, a hypothesis about traffic surveys. Spreadsheets are also used for tallying purposes. Some pupils also use their numerical understanding to build their own formulae and enter data on the computer.

There are no significant differences in the progress of boys and girls or of pupils with special educational needs. Pupils with physical disabilities are also progressing well through the use of good quality expertise. Because of the mixed age classes, particular care has been taken to ensure that pupils do not 'coast' in any class. The development of the long-term plan has had a significant impact in ensuring this does not happen. Just occasionally in Key Stage 1 work is pitched at too low a level to ensure that all pupils make good progress. However the results from commercial and standardised tests show that overall progress has been maintained over a period of time.

The school's targets set for Year 2000 are presently being reviewed. Due to the changes within the yeargroup they are now more realistic and reflect the results that pupils have gained in previous tests and assessments. The school has also set tougher targets for reading and mathematics scores in each year group. These figures indicate the school's growing awareness of the need to ensure teachers are not complacent about the overall success in the progress of pupils.

### **Attitudes, behaviour and personal development**

The high standards reported at the previous inspection have been maintained. Pupils' behaviour is good throughout the school. Their attitudes to learning, their relationships and their personal development are very good. This reflects the school's mission statement in relation to living by Christian values, respecting and caring for each other, enjoying learning and teaching together, and developing abilities to the full.

On entry into the school the baseline testing shows social skills of those children under five is less secure than other areas. Pupils are not self-reliant and initially find group activity difficult. Their enthusiasm leads to calling out and their play is often individual. By the time they have been at the school some time they begin to settle quickly, become more independent, change unaided for physical education, and establish good working relationships with adults and other pupils. Increasingly they demonstrate the ability to stay with one activity and to pursue a task to completion.

The great majority of pupils, including those under five, obviously enjoy coming to school and respond to

their tasks with enthusiasm. They generally concentrate very well on their work such as in an art lesson where pupils used cut vegetables to print pictures. They worked sensibly with the paints and carried out the teacher's instructions well. They were able to work carefully and thoughtfully and took a great pride in the end result. Pupils can also work well co-operatively, in pairs or in larger groups. This was seen in a Key Stage 2 lesson looking at probability, when pairs worked together tossing coins, rolling dice and cutting packs of playing cards and then recording their results. The majority listen well to staff and to each other and where talking across others does occur it is usually because of a slow down in teaching pace or over-enthusiasm for the subject!

Behaviour is good in the classroom and outside in the playground. This supports the positive view that parents have in relation to behaviour. The playground is well supervised by adults but the hard surface area is rather small when the playing field is too wet to use and this leads to unintentional bumps. However, there was no evidence of any bullying and pupils state that they feel safe and happy in school.

Pupils also behave well in assemblies and at lunchtime when all ages act sensibly and maturely. Pupils understand the system of rewards and sanctions used in school. The rewards include praise from members of staff, stickers and the headteacher's award. Sanctions are limited to a reprimand from the class teacher or loss of a break time. In extreme cases, parents are contacted and misdemeanours noted in an incident book but this is rarely used. There have been no exclusions, either temporary or permanent since the previous inspection.

The quality of relationships within the school has remained very high since the last inspection. A very good level of mutual respect and affection is shown between pupils and both teaching and non-teaching staff. Adults use a great deal of praise and encouragement with pupils and in return, pupils are generally polite and show good manners. Pupils have also formed very constructive relationships with each other. They are kind and helpful to each other in both work and play situations. For example, they share resources such as computer equipment, well. Pupils with special educational needs are particularly well integrated into the life of the school and completely accepted by their peers.

The personal development of pupils is also very good. Older pupils are given responsibilities such as setting out chairs and benches for assembly and clearing up tables and chairs after lunch. They also run a Listening Club for younger pupils and play story tapes for them at lunchtime. They do this very successfully without adult supervision. Pupils of all ages help in their class and they readily accept and undertake tasks, often without being prompted. The good range of extra-curricular clubs and activities also help to enhance personal development. For example, the recorder group organised a very successful concert to raise funds for Christian Aid. Pupils have also been involved in fundraising events for various charities and the school sponsors the education of a disabled child overseas through the Bible Lands Society.

## **Attendance**

Attendance rates are good and there has been a slight improvement since the last inspection. The figure for authorised absences is better than the national average but the unauthorised figure is slightly worse. This was adversely affected by the persistent late arrival of one pupil who has since left the school.



Registers are marked in the morning and afternoon but pupils' names are not always called out and the room is scanned instead. One register also shows the use of an incorrect code to authorise medical absence. Although these are minor points, the development of a whole school attendance policy would eliminate such inconsistencies.

Parents show a responsible attitude to attendance and as a result, there is virtually no parentally condoned absence. Small minorities of parents do remove their children for holidays during term time but the school's procedures related to this are adhered to. Punctuality is very good. Parents report that pupils do not like to be late. Pupils settle quickly in the morning and afternoon, and lessons start promptly. There have been no exclusions from the school.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

Overall the quality of teaching throughout the school is good but ranges from a small number of unsatisfactory lessons to those which are excellent. Well over nine in ten lessons are satisfactory or better and nearly six in ten are good or better. In a quarter of lessons the teaching is very good or excellent. All the very best lessons seen were in Key Stage 2. The teaching for under fives is satisfactory in literacy, numeracy, creative development and understanding of the world. Insufficient notice is taken of all aspects of the specific curriculum for very young children. Consequently they are not given enough opportunity to develop play through working on tasks they have chosen and social and personal development is not as good as it could be. In this area, work is over-directed by the classteacher and her assistant. Teaching in these two aspects is, however, still satisfactory.

Teachers throughout the school have sufficient knowledge about the subjects that they are teaching. They have a good understanding of language and design and technology and knowledge is especially good in mathematics and science in Key Stage 2. Specialist teaching in music considerably enhances the progress that pupils make. In most lessons the teachers expect high levels of behaviour. This is more effective when the teacher has planned challenging activities that motivate and interest pupils. This was the case in a music lesson with Year 4 and 5. Here the teacher had asked the pupils to bring in instruments made at home. During the period a piece of music was composed and one pupil asked to conduct the final performance. Behaviour here was exemplary even though time could have been wasted whilst waiting for pupils to settle to the discussion after the piece had been performed. However, all pupils were aware of the need for disciplined attitudes and the lesson progressed very well. By contrast, in one Year 1 and 2 class the mathematics tasks set lacked sufficient challenge and behaviour deteriorated. Pupils were not sure what was expected of them and became confused about how much they had to do. In this lesson the progress suffered for a number of pupils.

Planning for lessons is thorough. An initial piece of new learning is set. This is very often linked to a specific activity within the subject's programme of study and always to the longer term plans of the school. Planning is very effective in English, mathematics, science, design and technology. Here the long and medium term plans are very specific about continuous progression in each year. It is good in other subjects but teachers do not have the benefit of similar specific targets from which to plan. Lesson plans indicate how learning will be developed and ensure that various ability groups have sufficient expertise to be able to complete the tasks that they are set. These include individual

education plans for those identified with special needs. They work well in English and mathematics but are not always referred to within other subjects. This was much better in Year 4/5. Here the teacher had produced individual worksheets for the pupils that linked well to ensuring progress.

One of the strengths of the school is the way in which subjects are linked together but identify specific skills. This was demonstrated well in a Year 1/2 class. Here the teacher was asking the class about different patterns and shapes. Activities linked this to some craft exercises using straws and pictures. In another reception and Year 1 class the teacher used a counting song to reinforce numbers at the end of lesson. Teachers use many ways of interesting and motivating their classes. These include a good balance between discussions and activities and carefully considered worksheets aimed at exciting the pupils. Resources are always laid out prior to the lesson and little time is wasted in finding the correct materials. Consequently pupils are very rarely seen wandering about classrooms and the atmosphere is workmanlike. If other resources are needed pupils are allowed to get these and this helps build independence. It is noticeable how pupils are treated more maturely as they progress through the school. Sensible behaviour is expected rather than imposed. An instance of this is in the difference between the approaches for physical education. Younger pupils are helped and encouraged to get themselves ready and are correctly escorted into the hall and directed into each activity. However, older pupils are left to organise themselves and find their own space ready for the start of the lesson. When pupils do not respond to these levels of independence the teachers deal with this confidently without making too much of the incident. Homework is used in a number of subjects and this is clearly laid out with timescales. It is set regularly and followed up in class. The majority of parents feel that the procedures work well.

Assistants are used well by teachers especially for increasing the progress of pupils with special educational needs. Their work is closely controlled and systems are being introduced to keep notes and diaries of specific incidents that contribute to this. In discussions many of the assistants take an active part being asked questions and contributing to the control of behaviour. Individual education plans detail small achievable tasks that can be verified for their success. These are reviewed regularly.

Day to day marking and assessment is satisfactory. Teachers keep a range of records about the progress of individuals and groups. These range from comments on the back of planning sheets to specific comments in books. Marking is very often aimed at increasing understanding. Praise is given for good effort and rewarded in a number of ways including headteacher's awards. When pupils have not produced their best this is also dealt with sensitively but firmly. When this happens it is usually, but not always, followed up by re-checking. Assessment tasks are sometimes set in subjects. The teachers have made a start at collecting this information together to better inform their work. Teachers have a good view about the ability of their class in most subjects although this is not the case in information technology. As yet, records are still at an early stage of development and only list tasks that have been completed. The co-ordinator is in the process of improving this through more specific analysis.

### **The curriculum and assessment**

Although at the time of the last inspection this aspect was reported on positively, the school has continued to develop the planning especially in the core subjects of English, mathematics and science and has made a lot of significant improvement in the provision for information technology. These have helped in the raising of standards of all abilities of pupils.

The school provides a broad, balanced and relevant curriculum which meets the statutory requirements in all respects. All subjects of the National Curriculum are taught including religious education, health and sex education. There is also the opportunity to learn French through a midday club in Year 6. When combined with other opportunities through assemblies, the good level of clubs and activities, especially around the community, the curriculum promotes intellectual, personal and physical development well. Pupils are prepared through their work for the move to their next stage of education.

Teachers have the benefit of well-structured long term plans for each subject. These highlight the main subjects of English, mathematics, science and the topics. These long term plans are not as secure in their approach to music and information technology because they do not make clear how the specific skills in each subject are divided between each year. When planning in more detail, the teachers are not able to set tasks that will increase the progress continuously. Despite this, the medium term plans have sufficient information to ensure that the mixed age classes progress at suitable rates. Subject co-ordinators have taken on more responsibility for monitoring the planning as do the headteacher and governors. Monitoring is also undertaken by focused visits from advisers within the local education authority. The time given to each subject is within the national recommendations and the whole staff work hard to ensure that there is a balance of subjects and activities. This includes combining history and English teaching. For example, lessons, which have an objective to learn about different phonic blends, might use some historical text as a worksheet. Similarly one lesson to find out Christmas words in Key Stage 1 had a secondary objective of learning how to delete words on the computer.

In science, aspects of information technology, design and technology, English and mathematics work is studied in good depth and in all other subjects it is at least satisfactory. Pupils of all ages and abilities have similar opportunities to progress well except in the under fives where it is satisfactory. Pupils with special educational needs are identified at an early stage through the use of the baseline assessment information. Younger children who appear to have difficulties are monitored closely over a period of six months to find out whether they need any extra support. In Key Stage 1 and 2 this level of monitoring is also effective. Pupils are supported by a planned programme of work in withdrawal groups and by some follow up in the classroom. This is particularly good in the upper class of Key Stage 1 where the classteacher liaises regularly with the support assistant. The special needs co-ordinator has recognised correctly that, although satisfactory, this is not as good as it could be across the whole school and is working with the classteachers to further improve the provision. Specific needs such as physical difficulties are catered for well through good individualised education plans and extra support assistants. When pupils are withdrawn from lessons teachers ensure that they do not miss the same lessons each week. They are included when they are undertaking lessons such as art and music so that they are able to develop better self-esteem.

Procedures for assessment are good overall. They are satisfactory in the reception class where details are made of the attainment pupils have on entry to the school. These are at an early stage of development and are not yet used sufficiently well to give the classteacher a good view about the attainment of all abilities especially those who have better standards. Throughout the rest of the school there are a variety of ways in which classteachers can track progress. A wide range of tests are undertaken. The national tests are conducted appropriately and optional tests are undertaken in Years 3, 4 and 5. There are also other reading and teacher assessments that are collated to give good information about target setting. The information is used well and adapted in light of pupils

entering and leaving the school. The development of the curriculum is also addressed through studying trends over a period of time. This is beginning to have a positive effect in the self-evaluation that the school makes. Co-ordinators and the senior management team have a clear view about the strengths and weaknesses of the provision that is presently provided. There is, at present, no examination of the differences between boys and girls and this would enhance the understanding especially as there are more girls in each of the lower age groups in the mixed age classes.

### **Pupils' spiritual, moral, social and cultural development**

The school makes very good overall provision for the pupil's spiritual, moral, social and cultural development. It is founded on a concern for the well being of others. The school has maintained and developed this aspect of its work well since the last inspection

Very good provision for spiritual development centres around the daily acts of collective worship. These not only meet the requirements for collective worship but also provide a quiet and reflective start to the day and are the foundation of the life and work of the school. Pupils enter the hall quietly and listen intently to the music playing. The assemblies offer good opportunities to explore and to reflect on spiritual values. In religious education pupils learn about other faiths and sensitively reflect on the nature of celebrations and places of worship. Teachers enrich and extend this through reflective work in English and expressive work in music and art. Paintings in the style of Turner and writing about feelings on the break up of a family indicate the depth of the pupils' involvement.

Staff promote pupils' moral development well throughout the school. As a result pupils are quite clear about what is expected of them. Teachers encourage them to consider the implications of any behaviour which is unacceptable and teach them principles which enable them to distinguish right from wrong. In lessons, teachers encourage pupils to show respect for others' opinions, value their work and show respect for school property.

The provision for social development is good. The caring community life of the school, in which staff encourage pupils to take their full part, leads to very good social development. Older pupils accept responsibility and in practical ways such as the listening groups support younger pupils. As a result of this caring ethos, pupils are very accepting of each other and are mature in accepting the difficulties that some experience in their learning and behaviour. In the classrooms teachers plan opportunities for pupils to collaborate and co-operate with each other. Staff set an excellent example in their relationships with each other and with the pupils. This is a school which values people positively.

The provision for cultural development is very good. The use of visits to museums, churches and the local area together with the introduction of many visitors to the school enhances provision in this area of pupils' experiences. The visit of a famous author to share his writing with pupils provided an excellent stimulus and insight into the relevance of their own written work. The school gives pupils a good introduction to the culture of this country, other faiths and ways of life. Teachers encourage pupils to become involved in their own community and the school is active in its support for local initiatives, whilst at different times of the year studying the customs and traditions of other faiths and cultures.

## **Support, guidance and pupils' welfare**

The school's procedures for the support, guidance and welfare of pupils are satisfactory overall. However, there are some areas for development which have arisen since the previous inspection. These mainly concern the school's child protection procedures.

The school's procedures for monitoring pupils' progress and personal development are good. To monitor academic progress, the school uses a range of screening tests which commence in the reception class and carry on through the child's time in the school until the Key Stage 2 National Tests. All the results are kept on individual assessment record sheets and the year group results are also summarised. Teachers also use planning sheets to record assessment on an on-going basis. Portfolios of pupils' work also serve to monitor progress. This range of procedures ensures that teaching and support staff know pupils very well and this has a positive effect on achievement.

Personal development is monitored largely informally with the personal profile section in the pupil's annual report being the main formal record for most pupils. However, because of the small size of the school and the fact that teachers know all pupils very well, much information is shared verbally and the system is effective. Parents are happy that their children know where to go to get help and that staff will try to resolve any problems.

The support, guidance and concern for the welfare of pupils with special educational needs are good throughout the school. Pupils with statements of special educational needs are carefully guided on a regular basis to ensure that they make good progress by working well with other pupils. Behavioural difficulties, although occurring infrequently, are dealt with swiftly and competently. However, the school lacks a formal policy about how to restrain pupils and this should be rectified and shared with the appropriate staff. Overall, the procedures for monitoring and promoting good behaviour are satisfactory. The behaviour and discipline policy is brief but lists the rewards and sanctions used in the school and pupils are fully aware of them. There are also separate classroom codes of behaviour. Again, because of the size of the school, behaviour is not formally monitored for most pupils. However, those who do give cause for concern have a record kept of their behaviour in the school's Incident Book and parents are informed.

The school has satisfactory procedures for monitoring and promoting good attendance but regular checking of registers is not done to ensure that the correct codes are used. There have been no regular checks of registers by outside agencies such as the educational welfare department for the past two years but a visit has been arranged for the near future.

Formal processes for dealing with child protection are unsatisfactory. The school has a very brief statement in relation to child protection that states it follows Area Child Protection Committee guidelines. However, the governors have not reviewed these guidelines nor formally adopted them. In addition, although the headteacher, as the school's child protection co-ordinator, has been recently and appropriately trained, no other staff member has had any training either formally or informally. The school should ensure that all staff, including non-teaching support staff and midday supervisors, are made aware of child protection procedures and know what to do if they suspect there has been abuse.

Facilities for dealing with the general well being of pupils are satisfactory. The school has an appropriate

sex education policy and, although there is no separate policy related to drugs awareness, this topic is covered in other parts of the curriculum. The headteacher and a member of the support staff have had first aid training as have some of the midday supervisors. The school has largely addressed the issue from the previous inspection in relation to the security of the medical room and now has a lockable, wall-mounted first aid cabinet. However, the key is left in the door of this cabinet and the school should consider locking the internal door to this room, in the way it now locks the external door. The other health and safety matter mentioned in the previous report in relation to the fencing has been addressed. Minor health and safety issues noted during this inspection, which include ensuring registers accompany the class to the hall in the afternoons, have been pointed out to the school and addressed.

### **Partnership with parents and the community**

The school's partnership with parents and the community is very good and has improved since the last inspection. A previous key issue was that the school should implement plans to improve parental awareness of curricular activities. It has worked hard to address this by producing very good documents for parents for example on science and helping pupils to read. Nevertheless,

some parents are still dissatisfied with the information they receive and would like to know on a termly or half termly basis what topics will be covered, to enable them to assist more. Some class teachers do make their planning sheets available in the class for parents but at present no other regular subject information is given out.

The formal documents produced by the school, such as the prospectus and the annual governors' report are satisfactory although both documents have some minor omissions regarding the national comparisons for National Test results and the steps taken to prevent the discrimination of disabled pupils. The school should ensure that future publications meet statutory requirements. Regular newsletters keep parents informed of school activities throughout the year.

Parents receive one annual progress report for their child and this is a very informative and clear document. Evidence supports the views of parents that the reports are personal and comprehensive. They include personal targets and a section for the pupil to comment. Parents also have two opportunities to discuss their child's progress at consultation evenings but staff are very accessible throughout the year for informal meetings.

Parents of pupils with special educational needs are kept fully informed and involved in the review process for their child. Several parents have set up a useful support group that benefits from the involvement of the special educational needs co-ordinator and the governor with an interest in special educational needs, as well as input from outside speakers.

The involvement of parents in their children's learning is very good. Several help voluntarily on a daily basis with reading and other activities and many more are willing to accompany school trips. Parents also regularly hear their children read at home as can be seen from the pupils' reading record books that have been signed by them. Parents also set up and help run the garden club that is active in the summer term. The Friends of Pulham Primary School organise several fundraising events throughout the year with funds being used to improve the environment area, for example. The impact of this strong partnership with parents has a beneficial effect on standards achieved

within the school.

The school has maintained the close ties with local playgroups and assists in the formation of their curriculum. In addition, very good links have been established with one of the receiving secondary schools. The school participates in a pilot scheme called “Bridging Units” aimed at establishing curriculum continuity. The secondary school also provides violin tuition, the use of its swimming pool and swimming teacher and has helped in the past with a scheme of work for a lunchtime French club. The school has very strong and enriching links with the community. One of the strongest of those is through the church. The local vicar and other members of the clergy are regular visitors and enrich the spiritual life of the school. Pupils take part in Easter, Harvest Festival, Remembrance, Ascension Day and Christmas services in the church.

The school plays an integral part in village life through events such as the village carnival that pupils become involved in. Some also take part in local musical and amateur dramatic productions. The school’s football kit is sponsored by a local company and there are also links with a near-by DIY store that helps in design and technology work.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

Staff and governors work as a close knit team in which each person understands their role and responsibilities and takes pride in the strength of the support which the team offers to each of its members. The headteacher is an integral part of this team, balancing the demands of management with regular class teaching, giving a very clear sense of educational direction, and providing very good leadership. He also makes decisions independent of the team when it is necessary for him to do so. His leadership and commitment are a strength of the school. This was the conclusion in the last inspection report but it also indicates further improvement. The management of the school is unobtrusive and efficient. It is backed by an established pattern of governors' committees, governors who really know and visit their school, and procedures that are clear, sensible and effective. Governors fulfil their responsibilities well. The teaching team work closely together on curriculum matters but decisions are then taken by subject co-ordinators who plan monitoring and development of their areas and also offer good support to colleagues. The experienced and newly appointed special needs co-ordinator has already undertaken an analysis of the provision for the area and is in the process of raising the profile of the individual education plans with each classteacher. This is a good use of her expertise. As a team, the members of staff have high expectations of themselves and of each other, and this makes a very positive contribution to the standards achieved.

The work of the school is carefully monitored and evaluated. Regular monitoring of half termly and weekly planning is undertaken by the headteacher and subject co-ordinators, governors visit classes and provide written reports, and local education authority personnel monitor new initiatives and classroom practice. Action following this monitoring activity is then reflected in the school management plan. As part of its response to the last inspection report the staff are engaged in a detailed tracking exercise of written work, and for this, have developed an excellent set of criteria. The results of national tests are carefully analysed and an efficient system of recording attainment is in place that will track pupils from the baseline assessment through the school.

The aims and values of the school are consistently expressed in the daily life of the school and strongly supported by the parents. These values are evident throughout the day in the behaviour of pupils and the conduct of lessons. Pupils are very aware of the school's expectations and take pride in trying to meet them

The school continues to make very good use of the school management plan as a central tool to manage the allocation of resources. Both staff and governors see it as a working document and are involved in its formulation. The plan is closely linked to the budget planning cycle and establishes clear priorities. The school management plan provides detail for the current year only but does not include a wider view that identifies and anticipates some of the issues for the near future, as in a three year cycle.

There is a very positive ethos with a firm commitment to high attainment in which parents, pupils and staff share a sense of achievement. The school provides an effective working environment. Classrooms are pleasant, well ordered and stimulating work areas. A strong sense of community is evident in the school and whilst relationships are friendly and relaxed, expectations of courtesy and behaviour are well understood.



Statutory requirements are not fully met in terms of governors' responsibilities, for Child Protection procedures and there are some minor omissions from the governors' report to parents. The school shows that it has a good capacity to improve.

### **Staffing, accommodation and learning resources**

There are sufficient qualified and experienced teaching staff at the school to provide for the needs of the age range and abilities of the pupils. There is a good balance of expertise to deliver all aspects of the curriculum including for younger children. A part-time special needs co-ordinator is, at present, re-organising the education plans and work for those pupils identified with need and is helping to advise teachers on better practice. The headteacher has a heavy commitment of class teaching and has to spend much time outside school hours to undertake the managerial duties. There are also three special needs support assistants who provide further valuable expertise. All support staff have received extra training including development for the newly introduced additional literacy support programme. The part-time secretary, caretaker and midday supervisors work hard to ensure the smooth running of the school. The whole staff work very well as a supportive and industrious unit. Thorough job descriptions lay out clearly the responsibilities of each member to ensure they all understand what is expected of them. Teaching staff have been appraised in the past according to the agreed guidelines and there is additional staff development as needs arise. These priorities link to the whole school management plan. The roles of the co-ordinators have been strengthened since the last report and the majority have begun to take an active part in raising the standards within their subjects.

The school provides satisfactory areas for effective learning. The buildings are well maintained and displays are colourful and informative whilst praising the work of the pupils. Classrooms are of adequate size and the accommodation includes a mobile which is detached from the main building. The area used for outside play for the under-fives has been roped off but this is inadequate security and consideration should be given to ensuring that it is fenced. The newly refurbished library is used for some activities both during lessons and at lunchtime. The stock of catalogued fiction and non-fiction books are used mostly by the junior pupils. There is no wasted space and even a cloakroom has been turned into a special needs corner to be used by an assistant. The adjoining wall between two junior classrooms is not soundproofed adequately which means that loud lessons in one classroom cause problems for teachers in another. Music lessons are an example of this. The pupils and teachers cope with this well. Some areas are not accessible to disabled pupils except from outside.

Learning resources are adequate for all subjects of the curriculum although there is a need for more artefacts in history. The school has benefited from the finance that was saved when the headteacher took on further teaching duties last year. This has enabled portable and personal computers plus other additional items to be bought. The ratio of computers to pupils is well above the national average and this is due to be increased when the second phase of the information communication technology (ICT) funds are introduced next year. There is a good range of visits and visitors to the school, which further add to the overall level of provision.

### **The efficiency of the school**

The overall financial management and administration of the school is good. This is an improvement on the standard noted in the last report. The school has significant funds to support pupils with special needs. These funds are used well and the teaching and support they provide show good results. Careful consideration and comparison of costs has resulted in savings on energy and forward planning is already considering the implications of a significantly reduced

surplus. The present staff structure has no deputy headteacher position and this results in some savings but at the same time places a considerable workload on the headteacher. The school is successful in attracting additional funding and makes good use of this to increase the opportunities on offer.

The school makes effective use of staff and resources. All staff make a wholehearted commitment to the work of the school and are clear about their role. Special needs and classroom assistants make a positive contribution to the work of the classroom and are clear about the tasks they perform. Resources are well used. Unexpectedly available funding was used to purchase portable computers and to refurbish some classrooms. Good use is made of most accommodation but during the school day there is little use of the library and insufficient use of the external area for the under-fives. Storage has been improved, although this is at the cost of classroom space, art materials in the reception class and literacy and other materials in class 5.

Financial control is sound and provides the headteacher and governors with adequate information. Although requested there has been no audit since June 1995 and so the school has been unable to check any new procedures or systems. Forward planning, although not formally noted in the school management plan, is in place and the finance committee are very aware of the way in which the budget will tighten in the short term and of the need to identify possible savings. The school runs smoothly and is well supported by the school office in its provision of information and services.

Taking into account the level of attainment, the quality of education provided and the cost-effectiveness of spending decisions, the school gives good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

In all areas of learning, by their fifth birthday, most children attain the desirable learning outcomes for pupils prior to starting Key Stage 1 of the National Curriculum. Children entering the reception class make good progress in language and literacy and satisfactory progress in mathematics, knowledge and understanding of the world and in their creative and physical development. They are confident and work easily with adults and increasingly with each other.

Children listen well to stories and explanations. At times enthusiasm leads to interruptions but in assembly they remain quiet and attentive, listening carefully and able to recall what was discussed. They enjoy conversation with adults and like to explain what they are doing. Their questions to visitors are pertinent and their comments show their interest as in the discussions about what you do with medicine left in a bottle. They enjoy new words and join in rhymes and stories with considerable enjoyment. In role play they attempt to use more formal speech which they feel is appropriate to the ticket lady or visitor to the Toy Museum. Most pupils write their name unaided and all are able to identify some initial sounds. Children listen to books on tape, tell the story from the pictures and recognise some common words. They follow a story from a big book well, remembering the sequence of events and anticipating words and phrases they recognise. By the time they are five, most will have met and some will have exceeded the nationally recognised learning outcomes for language and literacy. Reception pupils take part in the literacy hour and respond well to much of the session but become restless when the activity continues for too long.

In reception pupils learn about mathematics through a variety of activities, games, stories and rhymes, or counting the register with the teacher. They become familiar with common shapes through painting and building with kits, and learn mathematical language through water and sand play. As they work in groups, pupils identify cuboids, spheres, and cubes and are able to identify some of their properties. They count and order, are able to recognise patterns and to sequence events. Most pupils attainment will match the desirable learning outcomes by the time they are five.

Pupils are increasing their understanding of the world around them. They are encouraged to consider the difference between toys now and those in the past. They look carefully and explain that old toys get worn because people rub the teddy and he loses his hair whilst new toys are shiny. They are able to distinguish past and present in their own lives and tell you what a toddler can do but a baby can't. Children tell the nurse what a medicine is and know that drugs can be dangerous and must be kept safe. Pupils are confident about using the computer and are gradually developing mouse control. Using a click they can operate a simple program and wait with delight for the reward of the music. Pupils make satisfactory progress and most will meet the desirable outcomes at five.

In the classroom pupils gain increasing control in activities such as cutting, using a pencil and brush, cutting and marking clay or controlling the mouse. Most children change for physical activities without adult help. They try to roll a quoit and to pass it to another person and are just beginning to throw a ball with some accuracy. They follow instructions well and are sensible in moving safely around a space. They enjoy the tricycles and large play apparatus and are able to balance, pedal hard, stop and change direction.

Pupils communicate their feelings and ideas through lively drawings and paintings and use a range of media. They make patterns and print and understand how to shape and mould clay. Pupils tried hard to follow the teacher's directions when using clay and successfully cut and shaped, press printed and used moulds. Opportunities for singing games and music making are regularly interspersed with other activities and pupils remember words and tunes to many rhymes.

The provision for the under-fives is satisfactory. This is less positive than the last report and is mostly attributable to less recognition of the needs of younger pupils. Resources are adequate but at times scruffy and poorly deployed. Within the classroom, areas are not well identified or specifically resourced. The role play area lacks sufficient stimulus. The museum has no labelling or activities for the pupils, few adult clothes and little equipment for the office. There is a good external play area but it is not fenced or re-organised to ensure a secure area and allow more space for large apparatus. The classroom assistant provides positive support and encouragement for the pupils.

The quality of teaching is variable. It is best when the teacher is working with the whole class and is quite clear about the focus of the activity. In these sessions pupils are well involved and respond quickly and with enthusiasm to questions, trying hard to respond to the teacher's expectation. The work is interesting and well planned and has a good pace. The teacher is successful in creating a feeling that learning is fun and in quickly settling pupils into the routines of school life. Relationships in the classroom are very positive and pupils understand what is expected of them.

Less successful is the overall balance achieved between directed activity and pupil's opportunities for exploratory and creative play. The teacher plans in great detail for the terms and weeks activities but often this planning is concerned with content rather than what the pupils will learn. Planning tends to focus on the first level of the National Curriculum and although some account is taken of the desirable learning outcomes this is not reflected in the detail of the planning or in the nature and amount of adult intervention. Play activities tend to be separate from much of the learning rather than an integral part of the provision.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

Judgements at the end of the inspection indicate that attainment at the end of both key stages is good. Progress through Key Stage 1 is satisfactory but good at Key Stage 2. This finding does not match the 1998 results of the national tests. At Key Stage 1 attainment in reading and writing was below the national average. The differences can be attributed to the effect on a small cohort of two under achieving pupils admitted shortly before the tests and one pupil with severe learning difficulties. The 1999 results show a closer match to the findings of the inspection with 94% of pupils at Key Stage 1 achieving level 2 or above in reading and writing. At key Stage 2, 1999 results again show an improvement on 1998 with 78% of pupils achieving level 4 or above and with above average attainers at a notable level. Overall, the trend in both key stages, is one of continuing improvement. The most obvious improvement is in writing.

At Key Stage 1 pupils make satisfactory progress. Progress at Key Stage 1 is slower where the lesson lacks pace and clarity of purpose and where expectations are not sufficiently high. At Key Stage 2 pupils make good progress. In this key stage expectations are very high, the lessons are demanding, tasks are carefully planned and well matched to the individual and the amount of work completed

is good. These factors make a powerful contribution to the rate of progress.

At both key stages attainment in speaking and listening is good and pupils make satisfactory progress. Pupils are attentive in lessons and listen carefully to explanations and directions. They are confident when asking or responding to questions and as they progress through the school make increasingly complex and considered replies which take account of other's views. Pupils readily explain their tasks and enjoy discussing the books they are reading or the implications of a design or experiment. They are acquiring vocabulary appropriate to a number of subjects and use this suitably. Teachers make use of opportunities as they occur to develop speaking and listening skills but there are not many instances of planning with specific speaking skills in mind.

At Key Stage 1 attainment in reading is always satisfactory and often good and pupils make satisfactory progress. Pupils of all abilities are enthusiastic about reading and confidently tackle a new text. Most pupils read at home and the home/school books record the good level of support. Pupils have sound phonic knowledge and make good use of pictures and context to identify new words. They enjoy the humour of the stories they choose and anticipate events with pleasure. They understand the structure of a book and how to search for information. At Key Stage 2 attainment in reading is good and pupils make good progress. They are able to express preferences for authors and to discuss their choice. They show an understanding of a text and of the way in which study of the text reveals further information. Older pupils referred to the pleasure of the reading activity in the literacy hour. Increasingly pupils are able to predict and infer and to use their book to explain their opinions of what might happen next. At Key Stage 2 pupils make good use of reference books. There are not enough collections by one author to guide the more skilful readers and extend reading choice.

The standard of writing is satisfactory and at times good at Key Stage 1 and progress is satisfactory. By the end of the key stage pupils write at length and make consistent use of punctuation, spell common words correctly and match nouns to verbs. Stories are organised into chapters and words are increasingly selected for effect. Pupils write for a number of purposes and in doing so learn the requirements of letter writing, a thank you after a visit, descriptions and explanations, a book review, and persuasion, to prevent a hedge being cut down. In science an opportunity is identified for report writing and in design and technology for menu writing and explanations of plans. The quality of handwriting is variable and pupils frequently revert to print even when capable of cursive writing. The standard of presentation varies and is seldom of a high quality. At Key Stage 2 attainment and progress in writing are good. Pupils are not only achieving a technical competence but also beginning to adapt style more readily to purpose and audience. A letter from a refugee and the reply from the mother differ considerably and convey a genuine feeling of the problems they both experience. Many good opportunities have been developed for writing. Pupils write precisely when reporting on the habitat of the woodlice or the difference between the Tudor and Stuart theatre, describe carefully a problem caused by late buses or practise note taking. In their writing they explore ideas and feelings such as the break up of a family or the fun of a poem. As in Key Stage 1 handwriting and presentation are variable and there are few pieces of very well presented work even where the content is good. Few of the older pupils use ink Good use is made of word processing to extend writing skills.

At Key stage 1 pupils satisfactorily respond with interest and they are attentive. They settle quickly to work and try hard. They listen well and want to contribute and only become restless where a session is too long or work is unnecessarily repeated. In Key Stage 2 pupils response is good. They work with a very acceptable noise level, co-operate with each other and usually complete the task

which is set. They move quickly from one activity to another and will persevere when they find a piece of work difficult.

In Key Stage 1 the quality of teaching varies but is satisfactory overall. Where it is unsatisfactory the pace of the lesson is slow and expectations are too low. Discussions are allowed to wander and questions are not used to extend thinking and require elaboration. Planning does not identify clear objectives. When the teaching is good pupils are immediately involved, no time is wasted and questions draw out ideas and opinions. Relevant teaching points are repeatedly emphasised, and the final few minutes used to remind, praise and extend understanding.. Teaching in Key Stage 2 is consistently very good. Work builds carefully on previous learning and is linked to other subjects. Tasks are explained well and timed . Attention is regularly refocused on the objective of the session and there are very high expectations. The teaching encourages independence but less able pupils are well supported. The pace is brisk and the sessions well resourced. At both key stages marking is good.

The standard of literacy is good and in most subjects pupils have real opportunities to use their skills A successful start has been made on the implementation of the Literacy Strategy and pupils state that they enjoy the balance and variety of activities. The subject co-ordinators have a good picture of work across the school and are planning well to monitor and develop the subject and to review policy documents in the light of the National Strategy. Computers are used for some word-processing work.

## **Mathematics**

Attainment in the national tests at Key stage 1 was well below average in 1998 both at the expected level 2 (67% of all pupils) and at the higher level 3 (11% of all pupils). In 1999 the figures were much improved. 100% of pupils reached level 2 compared to 87% nationally. This was due to a better cohort of pupils and to more concentrated teaching through the numeracy strategy. Standards in the present Year 2 are average with a significant proportion being able to do better. Pupils in this year are able to use the four rules of number with some confidence and can use these to work out their own strategies for mental arithmetic. They can also adapt this knowledge into various real life situations such as counting money, measuring and games. The older pupils in this key stage are starting to think about how numbers interrelate and develop their own ways of working out answers quickly. In this they demonstrate levels above which that which might be expected.

Progress through Year 1 and 2 is good. Most pupils start school with some ability of counting to ten and this is developed by teachers using more complex numbers combining two and three figures. Year 1 pupils can discuss the significance of the tens and units columns and add up using the correct terminology. They know a range of different shapes and can explain the difference between two and three-dimensional shapes. Even the younger pupils know the names of a complex range of shapes. Work from previous years show progress is continuous in all aspects of the subject and has been developed well in the aspects of using and applying their knowledge. This was highlighted as a weakness at the last inspection.

Standards at the end of Key Stage 2 have also improved and are now above average. In 1998, 71% of pupils reached level 4 or above and 29% reached level 5. These were above the levels expected nationally and were particularly good for the higher attainers. In 1999 this number has improved to

94% reaching level 4 against the national figure of 69%. The present Year 6 show similar levels of ability to those in 1999. This is due to the good, and sometimes very good, teaching that they get. Pupils are challenged by highly motivating tasks and are able to show that they understand complex mathematical ideas when using words such as average, range and median. They can collect data that demonstrates this understanding. In one lesson pupils were given the task of finding the glove size of a giant. To do this they had to find out the average height of the class and work out the correlation between this and their handspan. They were able to enter data onto a spreadsheet, knew how to work out the average and quickly gained an answer. This is at a level expected of 11 year olds. However, they then went on to use this information and discover how this could be used to work out the handspan of the giant. This is an above average level of attainment.

Progress through the key stage is satisfactory. Pupils are given experience in a range of different subject areas. These are revisited regularly and further understanding built on previous knowledge. Year 3 pupils can discriminate between using centimetres and metres and can measure accurately. They are not always quick to pick up how this is used practically. In one lesson the pupils measured rectangles easily but could not adapt this knowledge into making an envelope despite the best efforts of the teacher to explain it. In Year 4 and 5 pupils can explain the words greater and less than and use notation to show these. They have a clear understanding of tallying figures and some understanding of the relationship between fractions and decimals. By Year 5 and 6 they are beginning to use the information they have learnt in a wide variety of practical situations including the use of data and computers.

Pupils have very positive attitudes to the subject especially in Key Stage 2. They show great enthusiasm for learning and in discussion a number mentioned it was their favourite subject. Pupils work well together in pairs and small groups. They help each other quietly and concentration levels are particularly high during written or practical tasks. This is a direct result of the quality of teaching. Work is planned to take account of different ages and abilities. This is especially good on occasions in Year 4/5. All teachers have sufficient subject knowledge and it is very good in Year 5/6. High expectations of behaviour are a feature of lessons although, again, it is even better in Key Stage 2. Pupils in Year 1 and 2 are more challenging and often want to talk and interrupt in class discussions. When the tasks set are too repetitive or low key then pupils do not complete so much work and progress is affected. Generally all lessons have a good pace to them. An idea is explained at the start and pupils are clear what is expected. The discussion session at the end is used well to recap on this knowledge and to set questions about the next stage. Tables are set out ready with the necessary materials so that time is not wasted.

The numeracy strategy has been implemented well. All lessons follow a similar format and teachers have developed their own ways of ensuring that the mixed age groups can undertake suitable work. The two co-ordinators for the subject has been instrumental in professional development and have worked hard to ensure that all teachers have a common outlook. This is evident in the planning sheets that are used each week. They are manageable but provide detailed information. Resources for the subject are sufficient but still being improved. Some of these are worksheets although a commercial scheme sometimes provides the starting point for each topic.

## **Science**

At Key Stage 1, attainment in science in the national tests in 1998 is average and shows a fall from the level of attainment in 1997. The results then rise for 1999 to above average. The difference can be attributed to the effect on a small cohort of two underachieving pupils, admitted shortly before the

test, and one pupil with severe learning difficulties. The overall trend is one of improvement. At Key Stage 2, attainment in 1998 at the end of the key stage is above average, with the percentage of pupils achieving level 5 well above the national average. This pattern of attainment continues in 1999 with very high attainment at level 5. The overall pattern is one of improvement. The findings of the inspection mirror these results and are of above levels of attainment at both key stages. This is an improvement on the findings of the last report.

At Key Stage 1 pupils make satisfactory progress. They are developing observational skills and are encouraged to think carefully and to try to give reasons for their answers. Year 1 pupils know that medicines can be harmful and by the end of the lesson are relating this to the amount taken and to the reason for the medicine being given. They have genuine curiosity which is encouraged by questions which help them to clarify their thinking but expectations are not always high enough. They enjoy new words and are being introduced to a good scientific vocabulary.

Progress at Key Stage 2 is good. Expectations are high and the pace of work is brisk. Backing this is planning which is carefully staged. Pupils build steadily on previous work and constantly refer back to previous lessons and activities. A precision is required in their comments and explanations.

By the end of Key Stage 1 pupils are beginning to use their observations to answer questions, linking the size and kind of teeth to the way in which they are used by different animals. They know what a plant requires for healthy growth and are able to draw a diagram to represent a circuit with a switch. They conduct and record investigations such as the changing length of a shadow and record this both by graph and tabulation. They are familiar with terms such as transparent, translucent, vibration, reflection.

In Key Stage 2 Pupils extend their scientific language and undertake investigations which require increasingly wider observation and data collection and more focused conclusions. Pupils consider the way in which sound may be quietened using different materials and test surfaces to see which is most slippery, measuring the resistance using a Newton meter. This understanding of forces is further developed when pupils test the effect of shape on the movement of objects through water. They work out that water exerts a force opposite to gravity, gradually narrowing down the factors which affect the rate of travel and in some cases beginning to predict the rate for the next shape. Older pupils develop this recognition of pattern and relationships in results by collating information such as length of foot, height, armspan and then use this to predict and then check other body measurements.

At both key stages pupils show great interest in science. In the lessons seen Key Stage 1 pupils listened well to nurses telling them about the safe use of medicines, contributed their own experiences clearly and asked very pertinent questions. They follow instructions and show considerable curiosity. Older pupils become very involved in the activity and, although really excited by their investigation, continue to record results carefully and to comment to each other on the reasons for the outcome. They organise their activities well and try to be as accurate as possible. Pupils struggle with measurements when recording weight and mass, knowing there should be a constant relationship, and trying to achieve sufficient accuracy to demonstrate this. They work very well in groups and pairs and are able to concentrate well.

The quality of teaching at Key Stage 1 is satisfactory. The balance of the lessons is well planned and the



activities undertaken are related well to the pupils' own lives. Teachers create an interest and enthusiasm in the work. The introduction to lessons is good. Teachers identify and check previous learning making sure that pupils understand new vocabulary which has been introduced. By the end of the key stage pupils record activities in some detail but the standard of presentation is very variable and often untidy. At Key Stage 2 the quality of teaching is very good. Its strength lies in the planning and in the way in which experimental and investigative work support and develop pupil's knowledge and understanding. Teachers' own vocabulary is precise and appropriate and they are confident in their explanations. Briefings for the pupils are concise but clear. Good organisation allows teachers to spend considerable time with individuals, discussing problems or questioning, to draw out thinking. At both key stages note has been taken of the comment of the last report and there are satisfactory opportunities for pupils to explore scientific ideas and concepts.

The co-ordinator for science has a good grasp of work in science across the school and there are plans in place to monitor the new scheme of work, to develop related assessment, and use control technology.

## **OTHER SUBJECTS OR COURSES**

### **Information technology**

Pupils reach the national expectation in information technology at the end of both key stages and progress through both key stages is good. Although the subject was reported on positively at the time of the last inspection there have been considerable developments and the school has addressed these well. The youngest pupils are able to use a mouse to control a cursor on the screen and have the opportunity to use tape recorders and other equipment to control electrical devices. By the end of Key Stage 1 pupils are entering text in simple sentences and using computers to draw pictures. They can change the font and size of the letters and sometimes use these to draft out their work. When making pictures they can draw lines and change the colours with some confidence. A small number of pupils are able to print their work without help. By the end of Key Stage 2 these skills have improved well. Pupils confidently use the computers for word-processing and there are examples of stories, poems and research that have been completed. They change the fonts to match the type of poem that is being written and can format pages to look like newspapers. In addition pupils in the lower juniors are able to combine text and graphics and work on worksheets prepared by the teacher. These are skills that would be considered to be achievable by the end of Year 6. Older pupils readily collect data on spreadsheets and understand the relevance of using this program. The work they do combines well with other subjects such as mathematics, art and English.

Pupils are keen to work on all the machines available. They quickly organise themselves and help each other when there are difficulties. They are careful with the small portable machines and ensure that they are used sensibly. Levels of concentration are high during lessons. The quality of teaching is good overall and especially good in Key Stage 2. The majority of teachers have sufficient subject knowledge and are able to choose very appropriate tasks to increase the progress of the pupils. In the best lesson seen the teacher integrated the use of the computer within a mathematics lesson. Pupils were asked to measure themselves, enter the figures in a predetermined style and then the information was used to explain average, mean and range. The exercise was conducted swiftly and the final objective achieved by the end of the lesson. The teacher had taken into consideration the need to build up a specific IT skill with the use of computers to find information within another

subject. The quality of the discussion between the pupils at the end demonstrated the success of this approach. The new computers are becoming used on a regular basis within a variety of situations. Unfortunately there are, as yet, insufficient opportunities to develop the use of the computer for controlling models, such as in design and technology. Despite this pupils, in discussion, are able to describe lessons in which they have programmed a floor robot. The school is already in the process of obtaining other resources that will provide for this shortfall.

The headteacher is also the co-ordinator for information technology and has a good view about the relative strengths and weaknesses of the provision within the school. New hardware has been obtained and this is being complimented by a range of software that will allow pupils to progress above the level that would be expected nationally. There are also plans to network the classrooms to allow pupils better access to the Internet. The school also has a number of small portable computers that allow pupils even better access on a regular basis. These are used well. In one case in Year 4/5, the teacher prepared worksheets on each of the machines that were tailored to the individual ability of each pupil. The exercise included filling in the gaps with the correct information. Again, this provided a specific IT skill combined with a history lesson. The range of resources presently available will provide for all the programmes of study and teachers are making good use of these on a regular basis. Teachers are beginning to develop better systems for assessing the need of different abilities but are not yet in a position to determine the actual skills that pupils have. This is also being addressed by the use of skills sheets which are in the process of being gathered.

## **Religious education**

Religious education continues to be regarded as an important subject in the school curriculum, as was noted in the last inspection, and pupils of all ages make very good progress in their awareness and understanding of religion. Pupils reach the level expected by the newly revised locally agreed syllabus. The school is particularly successful in helping pupils to see the relevance of religion to everyday life. This learning is helped by the high quality of the school assemblies which give pupils not only a greater understanding of Christianity but also encourage respect for the beliefs of others. The school has written its own scheme of work based on the locally agreed syllabi of Norfolk and North Yorkshire. The result is a well balanced and appropriate programme.

At Key Stage 1 pupils are encouraged to reflect on situations and contexts they are familiar with and this is then extended to include the less familiar. A consideration of festivals and celebrations leads from Harvest to Divali to Christmas. They understand that people have different beliefs and value different objects as part of their faith. They are familiar with the distinctive features of the Sikh and Muslim religions. Pupils know stories from the Old and New Testament for example the creation story and that of Joseph sold into slavery.

Key Stage 2 pupils are required to be progressively reflective on the material they are introduced to. They compare visits to places of worship, and are becoming more aware of the fact that although Christianity is the main religious tradition of this country it is not so across the world. Each year they take part in a Passover meal which is followed the following morning by a communion service allowing comparison of traditions. Pupils know of other religious leaders and their work, form views on religious issues and think of religion in relation to current issues such as caring for the natural world. They can explain the implications of re-incarnation, discuss the impact of Darwin's work and link the Fibonacci sequence to arguments about creation theory.

Teaching is satisfactory. Lessons are well prepared and teachers make good use of resources such as video to make the session interesting and relevant. They encourage pupil's questions and use them to develop and clarify ideas. Teachers convey interest in the work and this is reflected in pupil's attitudes. Expectations of older pupils are high and the level of discussion is good with extended vocabulary and repeated links to other areas of experience.

In assemblies pupils listen carefully and are very anxious to respond to questions. In class they are confident in their discussion and work steadily together or alone. Visitors from different denominations come to the school and pupils visit the local church, cathedral and other places of worship. They have also taken part in a week of activities related to the Jewish Faith. The subject is led by a well informed co-ordinator and resourced to a good level with both books and artefacts.

## **Art**

Across the school, pupils make satisfactory progress in art. This is a less positive finding than that of the last report although there are examples of good work in painting and drawing. The use of textiles and other 3D work is less evident.

Progress is best in the development of drawing and painting skills and in the level of observational skills. In Key Stage 1 pupils learn to mix paints and to slow the pace of their work so that they can observe carefully and then consider how to create an effect. This attention to detail continues in the work at the next key stage when pupils learn specific drawing techniques to copy the picture of an owl or to complete the second half of a cat face. Pencil drawings of trainers are well observed and show considerable detail.

Younger pupils describe the colours needed to mix orange and purple and are beginning to analyse their own work and talk about why they are using particular shapes and colours. They work carefully with clay, cutting and shaping, and imprinting patterns on shapes they have formed using a mould. They have some knowledge of famous artists and remember the work of Cezanne when they completed drawings of fruit.

Older pupils reflect well the style of artists they have studied and are particularly successful in trying to create a focus of light in their drawings after Turner. Work is linked to their history topic and so pupils are able to discuss in detail about William Morris designs, the colours favoured by Victorian decorators, and the techniques such as decoupage which they used.

Although limited teaching was seen there is evidence across the school of some good work in 2D. Less evident is the use of a wide range of media or the development of 3D work. Although planning at the individual term level is satisfactory there is no detailed scheme of work for art and no statement of how skills are to be developed across the key stages. These factors tend to slow progress and limit the range of experience.

## **History and geography**

Satisfactory progress is evident in both geography and history throughout both key stages. A small number of lessons were seen in history although none in geography. From the scrutiny of work both from this year and last year, discussions with pupils and teachers it is clear that the four year topic cycle encourages all age groups and abilities to study both particular themes and skills that are specific to each subject.

In history, younger pupils are able to talk about the past and the present and relate this to their own experiences. They can also talk about simple differences such as life as it was when their parents were young. This is also encouraged through tasks such as sequenced pictures. They undertake some research and the more able are developing a good basis of knowledge about some ancient cultures such as the Greeks. Older pupils develop this understanding. In a topic last year on Egypt the pupils covered very specific areas in good depth. Not so well developed at both key stages is a deeper understanding through the use of individual enquiry and research skills. Both discussions and written work demonstrate that pupils think about what they are doing and are able to analyse the information that they have been given.

In geography progress is enhanced by the use of specific topics that link very well to other subjects. On the topic on the Greeks pupils had annotated maps and used keys and symbols to represent information. They have undertaken river studies during visits and use the local area to conduct surveys and mapwork. There is satisfactory range of different types of work although these are not identified well in the planning to develop better skills year on year. Hence younger pupils are able to draw maps but the older pupils are still using the same type of large scale map when more detailed physical features might be represented.

Pupils have great enthusiasm for the work they are doing. Year 6 pupils can talk confidently about work they had undertaken some years ago and searched to make sure that they used the correct terminology. They correctly felt that they could have worked on more practical tasks such as statistical surveys and used this to develop their understanding of what they had discovered during lessons in the classroom. Despite this they enjoy the two subjects and are able to work well individually and in pairs or small groups. They generally concentrate on making sure they complete the work and take some pride in what they have done.

Teaching seen in the small number of lessons was always satisfactory and sometimes good. In these good lessons the teacher has a sound understanding of the subject, was able to set work that was appropriate to each individual ability and moved the lesson at a good pace. These sessions finished with a recap to ensure that the objective set had been completed. Marking is satisfactory and in some cases is very specific to the subject. So, for instance, remarks are made such as questioning whether the historical information is correct and setting the pupil on discovering more. When it is only satisfactory, the teacher gives praise and remarks about the quantity but this does not lead to better understanding directly within the subject. Particularly good in both subjects is the way that topics are integrated within other subjects. There is evidence that good work is linked to English, art, music and design and technology.

Long term planning follows a four year cycle of topics which ensure that the mixed age classes do not cover the same ground twice. This appears to have worked well. The planning over a half term

gives detail about what will be covered within the topic. Neither of these planning formats detail how pupils will progress year on year with particular skills. Consequently, pupils undertake local studies but the practical tasks set might be very similar in Year 2 and in Year 6. Good use is made of the local community and there is a range of visits and visitors to enhance the opportunities offered. Resources for both subjects are adequate and include a range of textbooks, worksheets, a small number of artefacts and tapes and videos. Co-ordination for geography is being undertaken on a temporary basis but both subjects are due to be reviewed within the next two years.

## **Design and technology**

In design and technology, pupils throughout the school, make very good progress and produce work of a consistently high standard. This is a similar finding to that of the last inspection and design and technology continues to be strength of the school.

Both within lessons, and across the key stage, skills and knowledge are systematically developed and a context for their use provided. The design briefs are well chosen and allow pupils ample opportunity for original thinking as their completed work shows. All stages of the design process receive attention and from the outset pupils are required to indicate their planning process and show reflection and reconsideration of their initial thoughts. By the end of Key Stage 2 pupils demonstrate very good drawing skills, using diagrams to show not only the basic structure but also fixings and the operation of mechanisms. There is no evidence of control technology in use such as working machines.

In Key Stage 1 pupils plan, prepare and then invite parents to their Salad Bar. They consider carefully the fruit and vegetables they will use and their presentation. They appreciate what will be required to serve correctly and write menus and draw up bills. The event created considerable interest and pupils spoke confidently about what they had achieved. Other pupils make sandwiches. They are very aware of safety and hygiene considerations and exercise choice in the preparation of the fillings. They use simple tools sensibly and prepare and tidy up very efficiently.

Key Stage 2 pupils prepare storybooks for younger pupils. Having considered published books and the techniques they use, pupils go on to plan a book as a group. Each pupil is responsible for a double page and makes use of linkages or pop-up techniques to support the story. Pupils plan to use computers to create the text and very good graphics are being developed by one group. They consider the needs of younger pupils well and the stories have an appropriate interest level. Year 5 and 6 pupils create and realise a design for a moving toy which makes use of a cam. Pupils are familiar with the automata of the Victorian period and ambitious in their attempts to recreate similar effects. The basic structure is very carefully finished and pupils discuss whether the support for the axle is strong enough or the joint sufficiently precise. They understand the operation of a cam and the changes to movement which it can create.

Teaching and planning across the school is of a high quality. Efficient organisation means that pupils have appropriate resources and sufficient time to complete tasks although they are expected to work at a good pace. The organisation also allows frequent opportunities for the support of individual or small groups once the pupils are working independently. Skills and techniques are taught so that pupils are prepared for tasks but not restricted in their interpretation of a solution. Resources are good and the planned curriculum is well balanced. Insufficient use is made of construction kits and control technology.

## **Music**

Progress in music is good through both key stages. Pupils are encouraged to participate enthusiastically in lessons, assemblies and through a wide range of instrumental tuition. Younger pupils are able to sing in tune and learn the words to simple songs. For instance in the reception and Year 1 class this was demonstrated at the end of a mathematics lesson when children were asked to sing a counting song. All pupils not only concentrated on the words but also in keeping in tune. For older pupils there is a good balance between participating, listening to and appraising songs. Many of these pupils are able to play both tuned and untuned instruments and can distinguish different sounds and describe them using the correct vocabulary. In one lesson with Year 4 and 5 the pupils had built their own instruments and then went on to make up pieces. The teacher linked this particularly well by ending the lesson playing a piece from Vivaldi. Pupils could explain the similarity and differences between the pieces. All junior pupils have the opportunity to learn the recorder and many carry on until Year 6. There is also tuition in string, brass, woodwind and keyboard instruments. The school benefits from being able to use a specialist teacher for some lessons.

Although little teaching was seen during the week of the inspection the subject has a high profile within the school and pupils are understandably keen to take part. Teachers encourage an appreciation of music and its place in everyday life. Links are made to many different styles as well as to dance routines and to music from other cultures. However, the school lacks a wide basis of multi-cultural instruments to broaden this experience. Performances have taken place with the local village orchestra and the recorder group organised their own summer concert in aid

of charity at the local church. The curriculum offered is wide and varied and includes pupils keeping folders of their work. This provides a good reference for the progress that they have made. Resources for the subject are adequate overall and include a library of music tapes, various instruments and vocal scores.

## **Physical education**

Pupils make satisfactory progress in physical education throughout both key stages. The youngest children are encouraged to participate and are clearly taught how to behave safely in open areas. Pupils in Key Stage 1 can use various balances and are able to explain the rules of simple games. Older pupils undertake a balanced programme of activities including swimming. By the time they leave in Year 6 the majority are able to swim and a good number fulfil the required 25 metres. In gymnastics lessons pupils are aware of the need to warm up and be prepared ready for strenuous activity. They participate enthusiastically and are willing to demonstrate their routines. Some of these are of good quality. In one Year 6 lesson simple routines were developed. These included rolls and balances with different methods of travelling. By the end of the lesson a few pupils could perform good cartwheels. The school has some school teams that take part in competitive games but these are not extensive.

Pupils enjoy PE lessons. They change quickly and are ready to start lessons promptly. They are not shy to show off their skills and listen carefully to what is being told to them. Teachers encourage pupils to work with high levels of concentration and expect behaviour to be good. This is encouraged through stressing the importance of safe practices. The lessons are balanced well with time to prepare, practice, demonstrate and improve. Pupils are encouraged to put up and take down

apparatus. Planning for the lessons is thorough and teachers take time to ensure that any apparatus is ready when the lesson starts.

Planning for the subject uses a commercial scheme although this will be changed and adapted when the new recommendations are published. There is a balance of the various programmes of study to allow a progression to be developed in skills. Swimming, for years 3 to 6 takes place at a local school pool and this provides good links for the pupils to the transfer school. Pupils with particular physical disabilities are allowed to go every week as part of their specialised programme. Adventurous activities are promoted in Year 6 as part of a residential visit although there is little to further enhance this provision during lessons. Parents are involved in the PE activities including touch rugby and netball. The school has a good-sized hall that doubles as a gymnasium. There is a range of apparatus both large and small and resources are stored tidily in a PE storeroom.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

A team of three inspectors carried out the inspection. During the inspection, they met twice daily to review the evidence, discuss the progress of the inspection and to reach decisions as the week progressed. The registered inspector met with the headteacher each morning to update him on the progress of the inspection.

The team:



Spent just over 33 hours observing 36 lessons or parts of lessons, 6 registrations, and a number of extra-curricular activities as well as interviewing pupils.

Observed all teachers on a number of occasions.

Observed all subjects of the National Curriculum or interviewed pupils in these subjects although lesson observations in some subjects were limited.

Held discussions with the headteacher, all members of the teaching staff, some members of the non-teaching staff, the Chair of Governors and other members of the governing body.

Scrutinised all the written work from a representative sample of pupils covering the full ability range from each year group. Work was also examined during lesson observations.

Heard 22 pupils reading and held informal discussions with many pupils, both in lessons and around the school.

Analysed the documentation provided by the school both before and during the inspection. This included the school's mission statement and aims, the school development plan, the prospectus, an analysis of the school budget, a range of policy documents, teachers' plans, records kept on pupils and attendance registers.

Held a meeting attended by 18 parents to hear their views on the life and work of the school and analysed 45 responses to a questionnaire about their opinions of the school which was distributed by the school.

## 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	124	2	21	11

### Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	5.5
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:	85
Average class size:	24.8

### Financial data

Financial year:	1999
	£
Total Income	245631
Total Expenditure	254087
Expenditure per pupil	2000.69
Balance brought forward from previous year	22505
Balance carried forward to next year	14049

## PARENTAL SURVEY

Number of questionnaires sent out: 86  
 Number of questionnaires returned: 45

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	29	71	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	40	60	0	0	0
The school handles complaints from parents well	16	53	16	4	0
The school gives me a clear understanding of what is taught	18	53	18	9	0
The school keeps me well informed about my child(ren)'s progress	20	62	11	0	0
The school enables my child(ren) to achieve a good standard of work	29	62	4	0	0
The school encourages children to get involved in more than just their daily lessons	33	58	4	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	22	60	13	0	2
The school's values and attitudes have a positive effect on my child(ren)	29	51	16	0	0
The school achieves high standards of good behaviour	33	53	11	0	0
My child(ren) like(s) school	47	47	7	0	0