

INSPECTION REPORT

**St Mary's (Endowed) Church of England
Primary School**
Norwich

LEA area: Norfolk

Unique Reference Number: 121125
Inspection Number: 186796

Headteacher: Mrs June Doreen Bibby

Reporting inspector: Mr Chris Warner
20935

Dates of inspection: 8th - 11th November 1999

Under OFSTED contract number: 707632

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	St Mary's Endowed C of E VA Primary School Chapel Road Roughton Norwich Norfolk NR11 8AF
Telephone number:	01263 761368
Appropriate authority:	Governing body
Name of chair of governors:	Nigel Dixon
Date of previous inspection:	January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
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C Laverock (Lay Inspector)		Attitudes, behaviour and personal development; Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community.
S Halley (Team Member)	English; Science; Design and technology; Art; Music; Special educational needs; Equal opportunities.	Curriculum and assessment; Pupils' spiritual, moral social and cultural development.

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MAIN FINDINGS

What the school does well

- . The headteacher provides effective leadership of a supportive staff team and governing body.
- . The school's provision for pupils' spiritual and social development is good; for pupils' moral development it is very good.
- . Pupils get on well together. They are well behaved and have good attitudes to learning.
- . The school's partnership with parents and the community is very good.
- . There are good arrangements for the professional development of staff.
- . The school's support staff play an effective role in supporting the work of the teachers.

Where the school has weaknesses

- I. Standards in writing and in using and applying mathematics are below the national expectations.
- II. There is no clear and rigorous approach to assessing children's learning in the under-fives.
- III. The governing body does not sufficiently monitor and evaluate the school's most important developments.
- IV. The school's accommodation provides poor facilities for the outdoor curriculum for the under-fives, and for physical education, library, staffroom and headteacher's office.

The weaknesses are outweighed by what the school does well. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school

How the school has improved since the last inspection

The previous Ofsted inspection in 1996 judged the school to have 'serious weaknesses' of provision. As a result, the school was subject to a monitoring of standards by Her Majesty's Inspectors of Schools in 1996 and 1997. The school produced an action plan to address the key issues and to improve other concerns noted in the Ofsted inspection report.

- *. A good start has been made to improve the quality of teaching. Compared with the last inspection in 1996, when almost half of lessons were unsatisfactory, the quality of teaching has improved. In the current inspection, all the teaching was at least satisfactory, and 33 per cent was good.
- *. A good start has been made to improve the low standards noted in the last report:
- *. Information technology- improved, although remaining below the national expectation in some aspects of the subject;
- *. Art, and design and technology - now broadly in line with national expectations.

The school development plan has been improved:

- *. clear roles, responsibilities, tasks and timescales;
- *. effective links with budget and priorities;
- *. improved system for monitoring/evaluating provision/pupils' achievements, although the governing body's role is under-developed.

The quality of curriculum planning has been improved:

- *. teachers are more secure in the requirements of the National Curriculum, especially in relation to information technology, design and technology, geography and art, all of which were shown as weaknesses in the last report;
- *. a sound curriculum for under fives has been put in place;
- *. curriculum planning for all subjects is now appropriately linked to assessment procedures, although assessment for the under-fives is at an early stage of development;
- *. a good start has been made to implementing schemes of work in all subjects.
- *. considerable improvements have been made in accordance with the governors' accommodation plan, although some current aspects of the accommodation adversely affect the school's educational provision.

The standard of provision in other areas has, at least, been maintained since the last inspection.

Overall, the progress made by the school in addressing the weaknesses identified in the last report has been satisfactory.

On balance, the school is in a good position to make further improvements and meet its targets.

* **Standards in subjects**

The table is intended to show 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	<p style="text-align: right;"><i>Key</i></p> <p><i>well above average</i></p> <p><i>above average</i></p> <p><i>average</i></p> <p><i>below average</i></p> <p><i>well below average</i></p>
English			
Mathematics			
Science			

Because there were fewer than ten pupils in the relevant year group, the above grades have been omitted, as such a small year group is considered to offer unreliable evidence.

However, when taken together, the 1999 and 1998 results for eleven year olds suggest that standards in English and mathematics were well below the national average and the average for similar schools, while standards in science were broadly in line with the national average and average for similar schools.

The inspection evidence found overall standards in English and mathematics to be below, but not well below, the national average. Standards in English are pulled down by low standards in writing. In mathematics, standards are deflated by pupils' weaknesses in using and applying mathematics.

The inspection evidence reflects the 1998 and 1999 National Curriculum results in science, namely that pupils' attainment is close to the national average, although weaker in experimental and investigative science. In information and communication technology, standards are below national expectations, though close to them. There are weaknesses in the control, monitoring and modelling aspects of the subject.

In all other subjects of the National Curriculum, pupils make satisfactory progress throughout the school, achieving at or close to the standards expected of pupils of a similar age.

*** Quality of teaching**

Teaching in:	Under 5	5 - 7 years	7 – 11 years
English	Satisfactory	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory	Satisfactory
Science		Satisfactory	Satisfactory
Information technology			

The quality of teaching in the school overall is satisfactory. It is at least satisfactory in every lesson and good in about 33 per cent. This is a significant improvement on situation reported at the last inspection.

Teaching in the under-fives is satisfactory. The overall quality of teaching at Key Stage 1 is satisfactory, with about half of the lessons good. The overall quality of teaching in Key Stage 2 is satisfactory, with about a third of lessons good.

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 nearly always good. Pupils are polite and courteous.
Attendance	Good when compared with the national average.
Ethos*	Sound.
Leadership and management	The headteacher provides good leadership of a supportive staff and governing body. Effective monitoring of teaching and the curriculum. Governors not as effective in monitoring and evaluating work of the school as they are in other ways.
Curriculum	Satisfactory; sufficient breadth and balance except in under-fives, where otherwise sound provision is hampered by lack of outdoor provision for active learning.
Pupils with special educational needs	Sound provision. Pupils appropriately supported.
Spiritual, moral, social and cultural development	Good overall. Provision for spiritual and social development is good, and for moral development it is very good. Cultural development is sound, although there are not enough opportunities for pupils to develop an understanding of different cultures.
Staffing, resources and accommodation	Staffing satisfactory, although no qualified staff for under-fives. Good arrangements for staff development. Resources adequate. In spite of a number of worthwhile improvements, the outdoor curriculum for the under-fives, and for the library, physical education, and the headteacher's office are adversely affected by limited accommodation.
Value for money	Sound.

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

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What a few parents are not happy about
<ul style="list-style-type: none"> ●. Parents feel encouraged to play an active part in the life of the school. ●. They find it easy to approach the staff with questions or problems. ●. The school enables children to achieve high standards of good behaviour. ●. The school's values and attitudes have a positive effect on its pupils. ●. Children enjoy going to school. 	<ul style="list-style-type: none"> ●. The way some staff are abrupt in their ●. Inconsistencies in what children are

The inspection endorses parents' positive views about the school. During the inspection there was very little evidence of staff being abrupt in their management of the pupils. Overall, relationships between pupils and staff were judged to be good. Homework, when and where set, makes a satisfactory contribution to pupils' learning. However, the school is aware of the need to ensure that there are clearly understood expectations. To this end, the school has already begun a review of the homework policy, with appropriate opportunities for parents to contribute their views.

KEY ISSUES FOR ACTION

In order to build on the existing strengths of the school and to improve the quality of pupils' learning and the standards they attain, the governors, headteacher and staff should:

- . Raise standards of attainment in Pupils' writing and mathematics by:
(*Paragraphs: 15, 16*)
 - *. Increasing teachers' expectations of the amount and depth of written work pupils can produce;
 - *. Developing opportunities for extended writing across the curriculum;
 - *. Giving greater emphasis to using and applying mathematics.

- . Strengthen the role of the governing body in monitoring and evaluating the progress of important school initiatives for improvement, in particular those relating to raising standards of pupils' attainment.
(*Paragraph: 82*)

- . Develop effective assessment procedures for children under the age of five by:
(*Paragraph: 98*)
 - *. Raising the staff's awareness of opportunities for assessments based on observations of children and conversations with them;
 - *. Developing a system for recording significant observations and conversations;
 - *. Ensuring that records better inform and influence future planning.

- Extend the opportunities for children under the age of five to learn through activity and play by:
(*Paragraph: 98*)
 - * Developing the curriculum to include frequent outdoor activities;
 - *.Developing a suitable outdoor area specifically for under-fives.

- . Improve the quality of the accommodation in relation to physical education, and the library, staff room and headteacher's office.
.
(*Paragraph: 87*)

· **INTRODUCTION**

· **Characteristics of the school**

1. St Mary's Endowed C of E VA Primary School is situated in the Norfolk village of Roughton, about three miles inland from Cromer on the road to Norwich. The school serves the village of Roughton and communities of the surrounding parishes. The original school was founded over three hundred years ago and the main building dates back to the 1820's. Since 1980, additional accommodation has been built, in the form of three separate classrooms, and the most recent was opened at the start of the term of the inspection.

2. The school is for children aged between four and eleven and has 82 full-time pupils, with equal numbers of boys and girls.

3. In the mornings, the school is organised into four teaching groups mainly for literacy and numeracy, and in the afternoon into three groups for other subjects. Children go into the Reception class full-time at the start of the time in which they reach the age of five. Children with their fifth birthday in the spring and summer terms, start in the class part-time from the beginning of the autumn term. At the time of the inspection seven children in the Reception class attended full-time and six just for the morning session.

4. The socio-economic background of the pupils is broadly in line with the national average. The school serves a community of privately owned and local authority housing. Most parents are in work. Approximately 17 per cent of pupils are known to be eligible for free meals compared with 20 per cent nationally.

5. The school identifies a significant number of pupils as needing extra pastoral support. Eighteen per cent of pupils are identified as having special educational needs, which is broadly in line with the national average. Two pupils (2.5 per cent), have statements for special educational needs, which is about the national average. No pupils come from homes where English is spoken as an additional language. Although few children have received nursery education, the majority have attended pre-school groups on a part-time basis. Attainment on entry to the school is mixed, but overall is a little below what is expected for the children's age.

6. St Mary's Endowed C of E VA Primary School aims to provide an education that will enable each child to develop confidence in his/her abilities and to reach his/her full potential. It sets out to foster independence and a regard for self and others, within a framework of moral values, in partnership with parents and the community. The school is a Church of England, voluntary aided primary school and, as such, gives particular emphasis to Christian values.

7. The school's current priorities include:

- *. Implement the numeracy hour;
- *. Raise standards in writing, especially in Key Stage 2;
- *. Raise standards in mathematics;
- *. Raise standards in information technology.

8. Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	5	11	16

8. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	4	4	4
	Girls	9	9	8
	Total	13	13	12
Percentage at NC Level 2 or above	School	82(86)	82(82)	75(75)
	National	(82)	(81)	(84)

8. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	4	4	4
	Girls	9	8	8
	Total	13	12	12
Percentage at NC Level 2 or above	School	81(82)	75(82)	86(83)
	National	(81)	(85)	(86)

¹ Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised	School	3.5
Absence	National comparative data	5.7
Unauthorised	School	0
Absence	National comparative data	0.5

8. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	1
Permanent	0

8. Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	2.7
Satisfactory or better	100
Less than satisfactory	0

8. **PART A: ASPECTS OF THE SCHOOL**

8. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

8. **Attainment and progress**

1.Provision for children under the age of five is in the Reception and Year 1 class, which they enter at the start of the term in which they become five. Children with their fifth birthday after the 31 December can attend the class part-time in the autumn term. Most of the children attend one of the local playgroups before beginning at the school, and their overall attainment on entry is a little below what is expected for their age.

2.The under-fives make sound progress overall. Progress in their language and literacy, and in mathematical, creative, and personal and social development is satisfactory. Progress in their physical development, and knowledge and understanding of the world, although satisfactory, is restricted by the absence of a designated outdoor area for the under-fives. By the time they are five, most children are likely to be just below the nationally recommended 'Desirable Outcomes for Children's Learning' in all areas of the curriculum for under-fives. Boys and girls achieve similar standards as each other, by the time they are five.

3.Evidence from the current inspection shows that, by the age of five, children make similar overall progress to that noted in the previous report.

4.The results of the Key Stage 1, National Curriculum tests and assessments in 1999 continued the steady rate of improvement made by the school since 1996 in all subjects. The around 80 per cent of pupils achieving Level 2 or above in reading and writing was close to the national average, while the 75 per cent in mathematics and science was just below average. Above the national average percentage of pupils reached the higher Level 3 in writing and science, and below the national average gained Level 3 in reading and mathematics. There were no significant differences in the performance of boys and girls in any of the subjects.

5.Comparison with previous test results for seven year olds shows an overall improvement in all subjects since the time of the previous inspection in 1996, in line with national trends. The school has improved its overall results from being well below the national averages in 1995 and 1996 to being close to average levels in 1998 and 1999. The school's results have continued to improve in the percentage reaching the higher Level 3, although in reading and mathematics the percentage remains below the national average.

6.The school's 1999 results were below the average for similar schools in reading, mathematics and science, but above the average in writing.

7.The inspection evidence shows that by the age of seven, at the end of Key Stage 1, almost all pupils reach the expected level of attainment in speaking and listening and in reading. Standards in writing are close to, but nonetheless below, the national average. Pupils speak and listen reasonably well. This is to the school's credit, as a significant

number of the pupils entered the school below the national expectations for their age. Although most seven year olds read with reasonable fluency and accuracy, few do so with much expression or understanding. Few pupils really enjoy reading. Most pupils write legibly and with reasonable standards of grammar, spelling and punctuation, but there is little evidence of independent or extended writing and few write with much expression.

8. By the time they are seven, pupils' attainment in mathematics is below the national average, reflecting the results of National Curriculum tests and assessments. Pupils have a sound knowledge of shape and use appropriate terms to describe the properties. They are beginning to see patterns, such as odd and even numbers. However, higher attaining pupils find it difficult to recall number facts quickly and accurately and they need time and support to make mental calculations. This makes it harder for them to apply their skills and to tackle problems.

9. Pupils' attainment in science at the end of Key Stage 1 is below expectations for their age, although a higher proportion are above the expected standard than in English or mathematics. Pupils have a sound scientific knowledge and show through their oral work a reasonable level of understanding. For example, they describe changes when ice is melting, using appropriate scientific language. However, pupils often need adult help to make predictions and to describe and explain an experiment. The recently adopted scheme of work is already showing signs of addressing this weakness.

10. Evidence from the inspection indicates that pupils' attainment in information and technology is broadly in line with the expectations for their age by the end of Key Stage 1. Pupils use the computer in activities related to other areas of the curriculum, such as generating weather data and presenting it in various ways. They create pictures and write poems, and most pupils can store and save their work. Standards represent an improvement on those noted in the last inspection, mainly because of additional resources, better planning of the curriculum, and greater confidence on the part of the staff.

11. In 1999, the results of the National Curriculum tests and assessments at the end of Key Stage 2 showed that the percentage reaching the expected Level 4 in English and mathematics was close to the national average but that the percentage gaining the higher Level 5 was well below the average. The percentage of pupils gaining Level 4 and Level 5 in science was in line with the national average. Because the year group had only one girl and eight boys, it is not possible to compare the performance of boys with girls.

12. Comparisons with previous years' test results for eleven year olds shows a significant improvement in all subjects since the time of the last inspection, in line with the national trend. However, the small size of recent year groups at the end of Key Stage 2 does account for some year-to-year variations between 1995 and 1999. The school's results improved the percentage gaining the expected Level 4 almost each year and in each subject. However, only in the past year has the percentage of pupils gaining Level 5 improved, though it remains below the national average. This accounts for the school being well below average as compared with similar schools in English and mathematics, though line in with them in science.

13. The inspection evidence shows that by the age of eleven, at the end of Key Stage 2, pupils

for the most part speak clearly and confidently, with a reasonable expression and an awareness of their audience. Most pupils read with accuracy and talk freely about the text, although a few lack fluency and find it difficult to use their skills to tackle new reading. Standards in writing are a little below the national average. Although pupils write in an organised way with reasonable handwriting, spelling and grammar, standards are hampered by limited opportunities for creative and extended writing.

14. By the age of eleven, pupils have a reasonable understanding of shape and space and data handling. Most can recall number facts speedily and with fair accuracy, and they make mental calculations at the expected level. However, pupils find it difficult to apply these skills to solve problems. The school is aware of this weakness and is giving added emphasis to developing pupils' mathematical thinking, discussion, and ability to tackle problems.

15. The inspection evidence indicates that standards in science show an improvement on those noted in the previous inspection and are now in line with the national average. Pupils acquire a good scientific knowledge and understanding of a fair test. However, not all pupils are confident with experiments and investigations, some finding it difficult to predict, see patterns, or draw conclusions on the basis of scientific evidence.

16. Attainment in information technology is in line with national expectations at the end of Key Stage 2. This represents a significant improvement on the previous inspection. As in Key Stage 1, the subject is better resourced and staff have more expertise than four years ago. Good links with other subjects supports work in information technology, to create graphs and pictures, make music, write poems and stories, and access information. However, while standards in word-processing, data handling and the use of technology are reasonably assured, pupils are less competent in aspects of control technology, such as the use of logo.

17. Children under the age of five make sound progress from an often below average starting point in their personal and social development, language and literacy, mathematics and creative development. However, there are limited opportunities for active learning, not helped by the absence of a suitable outdoor learning area. This affects, in some ways, development in all areas of learning, and particularly hinders progress in knowledge and understanding of the world and adventurous physical activity.

18. Pupils throughout Key Stage 1 make overall satisfactory progress, although progress in writing, experimental science, and using and applying mathematics is less satisfactory.

19. Progress overall in Key Stage 2 is satisfactory, although more rapid in some aspects of each subject than in others. Satisfactory progress is made in reading, speaking and listening, and in all aspects of writing except independent and extended writing. Progress in the development of pupils' practical and investigative skills is generally slower than in their knowledge and understanding of science. There is a similar picture in mathematics, where progress in knowledge and skills is quicker than in gaining understanding of how to use and apply mathematics. In information technology, pupils' good progress in communicating and handling data is not matched in controlling, monitoring and modelling.

20. Through improved monitoring of assessment data, and the systematic monitoring of the quality of teaching and the curriculum, the school is increasingly aware of the features of

pupils' progress and attainment throughout the school and in all the core subjects. The

improved planning and assessment structures are informed by the monitoring of standards. For example, the mathematics curriculum has been adjusted to give a greater emphasis to using and applying mathematics. Both the literacy strategy and the recently introduced numeracy strategy are starting to affect the quality of teaching and, in turn, add to pupils' progress within lessons.

21. Pupils of different abilities generally progress at a similar rate. In most lessons, average and lower attaining pupils are usually given tasks that match their needs. However, in writing, and in mathematics at Key Stage 2, few pupils reach the higher levels. The school is aware of this, and has appropriately sought to set realistic targets for all pupils, including higher attaining pupils. This is evident in most lessons, where work is usually appropriately set, although questioning to extend learning does not always sufficiently challenge the few pupils with high prior attainment.

22. The school appropriately supports pupils with special educational needs, including those with statements, and they make at least sound progress in all subjects. Boys and girls make similar progress to each other, although the uneven gender ratio of recent Year 6 cohorts makes this difficult to monitor.

23. In other subjects of the curriculum, overall progress is satisfactory in both key stages. Improved curriculum planning and more consistent approaches to teaching have raised standards in many areas. In singing and swimming, the school promotes good progress and high standards. However, progress in physical education is restricted by the lack of a suitable hall and large apparatus.

31. Attitudes, behaviour and personal development

24. As in the last inspection, most pupils have good attitudes to their learning, and this contributes to the progress they make. Pupils like coming to school and enjoy lessons. They are attentive and interested when their teacher is explaining new things. Pupils are keen to answer and ask questions and contribute to class discussions. In the Early Years, attitudes are particularly positive, and children enthusiastically approach their learning. An example was in an art lesson, when children were delighted by the feel of tree bark.

25. In Key Stage 2, some pupils find it difficult to concentrate unless closely supervised, particularly when lessons are not stimulating or tasks lack challenge. There are occasions though, when pupils are fascinated by their work. An example was in a Year 5/6 science lesson, when pupils were experimenting with iron filings and magnets.

26. Behaviour is generally good. Pupils are polite and courteous. They are friendly to visitors and happy to talk about their work. Pupils calmly enter the school at the beginning of the day and move around the premises in an orderly fashion. In the playground, pupils play well together and take care of their surroundings. Pupils value the reward system, in particular the giving out of certificates. They are sensible in assemblies, listening attentively to music and reverently join in with prayers. There are occasions, however, when a minority of pupils are restless in class. This is usually when teachers' explanations take too long. There has been one, fixed term exclusion and this was used very effectively.

27. Pupils have good relationships with one another, and with teachers and other adults. They respect other people's feelings, values and beliefs. Pupils with special educational needs are particularly well integrated into the school. Pupils assist one another without having to be asked and work in groups or pairs without any fuss.

28. Pupils' personal development is satisfactory overall. Several participate in after school activities, raise money for charities, and help with jobs around the school, and pupils in Years 5 and 6 attend a residential weekend to the Kingswood Activity Centre. Older pupils are able to work independently, but they lack the necessary skills and experience to carry out scientific investigations. They also have limited capacity for extended writing, although opportunities are now being made to address this.

36. **Attendance**

29. As at the time of the last inspection, pupils' attendance is good when compared with the national average. The school's attention to promoting attendance has been effective. There are a small number of unauthorised absences, which the school deals with appropriately.

30. Rates of attendance are not always reported to parents in pupils' reports and this needs rectifying. Registration is carried out efficiently and pupils receive a friendly welcome. The great majority of pupils arrive at school punctually, and a prompt start is made to the school day.

38. **QUALITY OF EDUCATION PROVIDED**

38. **Teaching**

31. Overall, the quality of teaching is sound. The quality and consistency of teaching have significantly improved since the last inspection, which identified 'important shortcomings in nearly half of the lessons'. The improvement reflects a concerted effort on the part of the school following the findings of the last inspection and of the monitoring visit by HMI.

39.

40. In the current inspection, in all of the lessons seen, teaching was at least satisfactory, and in 33 per cent of lessons it was good.

32. The school has successfully tackled the significant weaknesses relating to all aspects of the teaching of the under-fives and the older pupils, noted in the last inspection report.

33. The involvement of support staff continues to be a very positive feature throughout the school.

34. All of the teaching observed for the reception pupils, under the age of five was at least satisfactory. The staff, including classroom assistants, work well as a team, helping to create a positive and purposeful learning environment. They relate well to the children, although the frequent changes from room to room and adult to adult do not always help the children to

settle into a routine and to learn from being with the older, Year 1 children. Although not trained specifically for the under-fives, staff have a sound grasp of areas of learning for language and literacy and mathematical development, and this has a positive effect on the children's achievement. However, they are less confident about making timely assessments, asking questions, and making observations, and then using these to help them plan the next stage in the children's learning.

35.The quality of teachers' planning has improved so that it now takes better account of pupils' ages and abilities and sets appropriate expectations of what can be achieved. Lesson plans are usually clear about what it is intended the pupils should learn, and in the most effective lessons these goals are clearly pursued. However, although teachers' questioning can be telling, it is rarely incisive and probing. In a Year 6 mathematics lesson, the teacher did ask open and challenging questions of higher attaining pupils, and these helped to prompt their thinking, but too often questioning is restricted to right and wrong answers.

36.Overall, teachers have a sound knowledge and understanding of the subjects and of the requirements of the National Curriculum. The improvement in staff competence and confidence is, in part, due to new members of staff, but it is also down to a clear programme of professional training linked to improved leadership of the subjects by co-ordinators. Serious weaknesses in aspects of information technology and geography have been addressed, and the introduction of the literacy and numeracy strategy has considerably raised teachers' awareness in English and mathematics.

37.The numeracy and literacy hour have influenced teachers' approach to the organisation of the class and the range of teaching methods throughout the curriculum, with good effect. Most lessons begin with an effective introduction involving the whole class and making clear teaching points. In a Year 5 and 6 history lesson, extracts from a television programme helped focus on key objectives, while in a Year 2 and 3 literacy session, an overhead projector allowed all the pupils to join in with the group reading. However, there were times when resources were either not available or insufficiently used to support learning, notably in the numeracy hour. In most lessons, pupils undertake some work in groups, the level of work usually meets the needs of the pupils, and the staff make good use of their time and skill to support learning. In several lessons, a summing-up plenary session proved a most effective way of noting key points, assessing understanding, and allowing pupils to reflect on their learning, although its use was less apparent outside the literacy and numeracy sessions.

38.The management of pupils is good, with staff establishing a positive rapport in which every pupils' contribution is valued. On just one occasion, the teacher unduly dwelt on poor behaviour, with the effect of drawing attention to a problem in an unhelpful way. Otherwise, staff are encouraging, and often good humoured, and they leave pupils clear about what is expected of their behaviour.

39.Usually, the pace of the lesson is sufficiently brisk to move learning along while allowing more time for particular learning opportunities. For example, in a Year 2 and 3 mathematics lesson, the teacher deliberately allowed a pupil time to think and talk through a response, and involved the whole class in so doing. On some occasions, the lesson fails to get off to a crisp start, the pace fails to pick up, and there is a general lack of rigour to proceedings. In only a few instances were pupils involved in demonstrating ideas and workings to the class. In Year

1, the teacher skilfully used a floor mat number line for pupils to count on and back, getting them to face the class and 'show' their answer.

40. In Key Stage 1 and 2, sound use is made of opportunities for continuous assessment of pupils' learning. In the Key Stage 2 swimming lesson, the teacher engaged in an ongoing dialogue, with questions and answers, tasks, and activity coming together to create greater challenge or to resolve weaknesses.

41. At present, homework makes a reasonable contribution to pupils' learning. However, the school is aware of the need to provide greater consistency and to make expectations for homework clearer to parents and pupils alike. The school has begun a review of provision in which it has already consulted with parents.

50. The curriculum and assessment

42. The previous inspection report recommended the improvement of curriculum planning by: extending the levels of teachers' knowledge, confidence and expertise in the requirements of the National Curriculum, especially in technology, geography, art and the under-fives; establishing a more appropriate curriculum for the under-fives; establishing a curriculum plan for all subjects linked to effective assessment practice; and establishing schemes of work for all subjects and related areas of the curriculum. The governors' action plan addressed all these issues and there has been considerable improvement in many areas.

43. The curriculum is broad, balanced and relevant to the needs of the pupils. Policies are in place for all subjects of the curriculum and for religious education. Those for literacy, numeracy and early years are prioritised for review and revision in the current school development plan. Schemes of work are also in place for all subjects except physical education. All subjects except physical education meet statutory requirements. Religious education is taught according to diocesan guidelines and the Norfolk Agreed Syllabus. Lessons in most foundation subjects are based on national guidance, and a rolling programme of useful guidance for design and technology has just been completed. A policy for sex education is in draft form and the policy on drugs awareness is a priority for next term. There is no written policy to reflect the school's good practice on personal and social education. The school has recently sent out a consultation document to parents on homework provision, with a view to producing a whole-school approach.

44. The curriculum for children under five is reasonably broad and balanced, and is appropriately planned around the six recommended areas of learning, with due emphasis on personal and social development, language and literacy, and mathematics. However, a weakness of an otherwise much improved curriculum arises from a lack of access to an appropriately planned and resourced outdoor area, making active learning and regular, adventurous, physical activity all the more difficult.

45. Curriculum planning, including that in the provision for the under-fives, is greatly improved since the previous inspection, and almost all aspects of policies and schemes of work are implemented. The exceptions are provision for extended writing in English, composition in music, and use of the sketchbook in art. The new schemes for design and

technology, science, religious education and information technology have not yet been in place long enough to have a significant impact on raising standards of attainment, although progress over the last year has been more rapid since the appointment of the new headteacher. The school has effectively implemented the literacy and numeracy hours, and the additional literacy strategy is increasing the access of pupils with special educational needs, and those with prior lower attainment, to the full curriculum. Pupils with special educational needs are provided with individual education plans with thoughtfully worked out targets, though these are not always reflected in teachers' planning. The curriculum is enhanced by a range of extra-curricular activities, including sports, nature and music clubs, visits by musicians and poets, and visits to places of interest associated with topics being studied. The residential weekend to the Kingswood Centre supports learning in many areas of the curriculum and in the spiritual, social and cultural development of pupils.

46. A range of useful assessments are now carried out, and the information gained is used well to inform future planning, for example in the setting by abilities for core subjects and some foundation subjects. The school is beginning to refine its procedures to make assessment information more manageable, so that it can begin to focus its tracking of pupils to set appropriate targets.

47. Assessment is a continuous area for development, and the policy document will reflect the good practice developed. Through their ongoing assessment, the school is able to identify pupils who will gain most benefit from the additional literacy strategy.

48. Individual education plans for pupils with special educational needs are reviewed regularly, and the learning needs of individual pupils are served through the good use of many external agencies, for example speech therapist and physiotherapist. The recent monitoring of assessment identified the issue of the inconsistent marking of pupils' work, and this is being effectively addressed by staff.

49. The results of statutory assessment tests are carefully analysed at both key stages in order to identify for future planning the strengths and weaknesses in teaching. Portfolios are being developed for the core curriculum, to provide benchmarks for teacher assessment. The new common format for assessment provides for recording significant variations above and below the norm. Teachers have received considerable in-service and advisory help on design and technology and art, and this is largely being effectively applied. Planning for the under-fives is much improved, though the ongoing observation and assessment of children's learning remains underdeveloped. Although involved in the children's activities, staff do not always know what to look for or to record in their first-hand observations or their conversations with the children. As a result, planning is not fully supported by assessments. The general lack of continuous assessment of children's progress is likely to result in a loss of continuity of learning.

58. Pupils' spiritual, moral, social and cultural development

50. Although there is no written policy, overall the school successfully promotes the spiritual, moral, social and cultural development of pupils.

51. Provision for pupils' spiritual development is good. Pupils are given many opportunities to reflect on their experiences in religious education lessons, assemblies and in lessons in other subjects of the curriculum. Pupils produce some reflective and creative writing including poetry, empathic writing in history and some thoughtful work on the environment. The daily act of collective worship makes a good contribution to reflection

and discussions are encouraged during lessons. The local vicar takes a weekly assembly and this ensures appropriate religious content. Although assemblies take note of significant festivals in other faiths, the school acknowledges that there is a lack of emphasis on learning about other religions in Key Stage 2.

52.Moral development is very good. Pupils understand and approve of the system of rewards and sanctions and care is taken that all children at some time achieve the award of a certificate for good work and attitude. They understand the school rules and largely conform to them. They are clearly taught the difference between right and wrong, acceptable and unacceptable behaviour from their earliest years in the school. Although there is no formal programme for personal and social education, moral and social issues are discussed in classrooms at the beginning of the day and in circle time.

53.Social development is good. The school's flexible use of setting for subjects in mixed ability and mixed age groups makes a good contribution. Older pupils help with younger pupils at lunchtimes, and read and share books with them. As they progress through the age range, pupils are given increasing responsibilities, such as taking messages for teachers, returning registers and operating tape-recorders in assemblies, and these they carry out competently and conscientiously. Elderly local residents are invited to attend school events and act as oral witnesses to local history. The bi-annual residential visit effectively supports the social development of pupils. Social awareness in the wider community is raised through pupils' efforts at fund-raising for the 'charity of the year' selected by staff to support benevolent societies at home and abroad.

54.Provision for pupils' cultural development is satisfactory. They learn to appreciate their own cultural heritage in art, music and theatre. They join with pupils from other schools to visit theatres and make many visits to places of interest connected with the topics they are studying in history, geography and science. Much of their work in design and technology is connected with the redevelopment of Norwich Castle Museum for the Millennium. During Book Weeks, they have opportunities to work with practising poets. There is, however, a lack of opportunities to study non-white, non-European cultures and the contributions of other cultures to science and mathematics.

63. Support, guidance and pupils' welfare

55.The school provides good support and advice for all its pupils. Staff know pupils well and liaise closely to ensure that pupils' needs are met. Pupils express confidence in staff and classroom helpers assisting them with their work or any problems they may have. Procedures for monitoring each pupil's academic progress, personal development, behaviour and attendance are good. However, the school is currently authorising holiday absences of a period longer than ten days and this is not in accordance with DfEE (Department for Education and Employment) guidance.

56.There are sensitive arrangements to ensure that the youngest children settle when they start school and there are close links with the playgroup, which is situated on site. Pupils in Year 6 are well supported as they transfer to secondary school. Lunchtimes are well managed and staff take good care of pupils. Some equipment is available for pupils to play

with, although there are no painted games on the playground surface.

57. There are good measures to promote discipline and good behaviour. All staff, as well as pupils and parents, have been involved in reviewing the school's policy, and appropriate changes have been made. Rewards and sanctions are clearly outlined and understood by pupils. However, there are some inconsistencies between classes in their application.

58. Bullying rarely occurs and there is a policy to guide staff if it does. Pupils sometimes get confusing messages about which incidents to report, and this needs clarifying.

59. Overall, the school has satisfactory child protection procedures, although there is no school policy to guide practice. The headteacher is the designated teacher and local authority guidelines are followed. There has been no staff training, although this is planned.

60. The school is successful in promoting the health, safety and general well-being of its pupils. There were several issues requiring attention following the last inspection and these have all been satisfactorily addressed. A detailed policy guides practice, and annual risk assessments are undertaken by governors and staff. The local police assist with drugs education, strangers, and road safety. Good attention to pupils' safety in physical education lessons was evident, particularly in the light of the restrictive amount of space available in the hall.

61. Arrangements for fire drills are satisfactory and pupils know the procedures to follow should they hear the klaxon. However, current arrangements for registers need revising as class teachers do not always take them with their class. As for example, when going to the hall for physical education.

62. This could prove unsafe if the building had to be evacuated in an emergency. First aid is administered appropriately by the two trained first aiders on the staff.

71. Partnership with parents and the community

63. The school has a good partnership with parents. They are encouraged to take an active part in its life and many do. They help in classes, on educational visits, with the library, and on sports days. There is a Friends Association which raises funds for school resources as well as treats for the children. Parents find staff approachable and accessible, and there are good links with parent governors.

64. There is a home/school agreement in place which parents helped to develop but currently no homework policy, although this is in hand. The majority of parents who responded to the inspection questionnaire are supportive of the work which their child is expected to do at home, although a few are concerned that practice varies throughout the school. This should be addressed by the new policy.

65. The information provided for parents is satisfactory overall. Regular, useful newsletters are issued and very clear explanations are given about class sizes and organisational issues. Useful information is given about the curriculum and this is valued by parents, who all feel

well informed. The prospectus is clearly written and explains the curriculum thoroughly but does not contain all that it should. Similarly, the governing body's annual report is well written and informative.

66. Pupils' annual reports give good evaluations of attainment and progress in English, mathematics and science, highlighting strengths and weaknesses. They also note areas for development, which is useful to parents. In other subjects, though, the reports are not as helpful and sometimes mention only enjoyment of learning rather than how well pupils are achieving. Attendance is not always reported to parents, and reports do not all indicate the year which they relate to. Parents are provided with the opportunity to discuss reports, and in addition they attend termly open evenings with their child's class teacher(s).

67. Links with the local community are good. The school is seen as a focal point for village activities, and local residents attend school functions. There are strong links with the playgroup and the church. The vicar takes weekly assemblies and this makes a very positive contribution to pupils' spiritual development. The trustees of the school have funded two new buildings, and the school contributes to the church newsletter. Educational visits are organised to a range of places locally, and these enhance pupils' attainment and personal development. For example, Classes 2 and 3 attended *The Glass Slipper*, performed by the Northumberland Theatre Company at a nearby Village Hall.

76. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

76. Leadership and management

68. The previous Ofsted inspection in 1996 found the school to have serious weaknesses that led to Her Majesty's Inspectors of Schools (HMI) monitoring visit in 1997. As a result of the inspection and of the visit from HMI, the school embarked on an action plan to improve the quality of education. Since 1997 the school sought to make a permanent appointment to replace the headteacher in post at time of the last inspection. This proved difficult, and the school had two temporary headteachers in short-term positions, until successfully appointing the current headteacher in the summer of 1998. The absence of a permanent headteacher proved unsettling for the school community and made it difficult to address fully the concerns raised in the previous inspection. However, the appointment of a permanent headteacher has brought stability and a renewed sense of purpose to all involved with the school. The headteacher has tackled with rigour the key issues for improvement and has had considerable success in a comparatively short period of time. The school is well placed to continue to improve its provision. As they become aware of the issues, the staff and governors play an increasingly effective role in the management of the school.

69. The governing body works hard to discharge its responsibilities and is highly supportive of the management of the school. There have been significant changes in the composition of the governing body since the last inspection, with some governors recently appointed and a high turnover of Chair of Governors. However, increasingly governors are regular visitors to the school and are becoming aware of the work in the classrooms. The headteacher ensures that they are kept well informed about the school, its strengths and needs, and of their own roles and responsibilities for strategic planning and the quality of education. Since the intervention

of HMI and the appointment of the current headteacher, the school has been more aware of the need to raise pupils' attainment. A feature of the school's strengthened management is the effective delegation of responsibilities to other teaching staff. The governors have ensured that the school complies with the statutory requirements noted in the last report, although they now need to ensure that the policy for special educational needs fully meets the requirements of the Code of Practice.

70. The previous report noted that staff did not have clear roles for managing their curriculum responsibilities, including those for special educational needs. The school has taken this on board, so that staff now provide effective leadership and management, carrying out their duties with energy and intent. The previous report noted weaknesses in the school's procedures for monitoring and evaluating the quality of teaching and the curriculum. The school has rightly addressed this issue as a means to ensuring that it is effective in its efforts to improve noted weaknesses in teaching and the curriculum. The teaching staff share the responsibility for monitoring and evaluating teaching and the curriculum. The headteacher effectively monitors the quality of planning throughout the school and, together with the teachers, monitors the attainment and progress of the pupils. In this way, the subject co-ordinators exchange their expertise to support their colleagues. Time has wisely been found for the co-ordinators to work alongside teachers and the pupils in the classroom. As a result, the school has got to know the strengths and weaknesses of its provision. It uses this insight to influence its approach to school improvement. For example, monitoring of standards and provision in information technology led directly to a training programme that focused on the areas of greatest need. Teachers benefit from an appraisal system related to the programme for the professional development of staff in the school.

71. The school has clearly stated aims and values that are reflected in its day-to-day work. Most parents agree that the school is a secure and purposeful learning environment promoting positive attitudes, relationships, and behaviour of pupils. There is a clear and balanced commitment to the school's Christian foundation. Overall, the aims and values provide an important basis for a shared sense of community, and pupils feel at home within the school.

72. The previous report noted as a key issue weaknesses in the structure of development planning for the school's improvement. The revised school development plan identifies the right issues as priorities for improvement, and progress has been made in several targeted areas. The school deserves praise for this. The headteacher and staff work closely together in identifying its needs. Governors are kept sufficiently informed and, in some cases, involved in meeting these needs, for example in the successful introduction of an additional teaching group for the morning sessions.

73. The plan gives a clear indication of the success criteria by which progress can be assessed, but there is not enough detail of the school's approach to monitoring and evaluation; how often, by whom, and in what way? There is no doubt that the governing body is involved and supportive in several of the initiatives for improvement and, in some cases, is well informed through observation and discussion. However, monitoring and evaluation of the school's main priorities for improvement is not sufficiently systematic and rigorous. For example, the additional class initiative designed to improve standards is not monitored in an objective way, and it is therefore difficult for the school to assess its effectiveness.

74. The ethos of the school is sound. The leadership and management effectively contribute to the positive attitudes, relationship, and equality of opportunity that prevail. Although the school is increasingly committed to higher attainment for all the pupils, this ambition is not yet fully appreciated by everyone involved in the school's management. The ethos of the school promotes a supportive response to pupils with special educational needs, and this is evident at all levels, including among the pupils themselves.

83. Staffing, accommodation and learning resources

75. The school has an appropriate number of teaching and support staff. Although they are suitably qualified and experienced in most areas of provision, there are shortcomings. No member of staff has a specific qualification in education of the under-fives, and there is little evidence of attendance at relevant training opportunities for this age group. Similarly, no member of the teaching staff has recent training in special educational needs. Otherwise, the best use is made of the subject expertise and interests of individual teachers, particularly in English and science. The school has just three full-time members of staff, and the result is that they each have a heavy load of responsibility, and that the part-time teachers take responsibility for some areas. While curricular responsibility does not always match the subject qualification members of staff, their commitment serves in part to compensate.

76. The arrangements for in-service training of staff have significantly improved since the last inspection and it is arranged in response to national initiatives, such as the literacy and numeracy strategy, as well as from the monitoring of provision and appraisal. All the permanent, full-time teachers are appropriately trained for the literacy and numeracy strategies. Teachers are given a good flow of relevant information at staff meetings. All the teachers have agreed job descriptions. Teacher appraisal is well established and is usefully related to the programme for professional development in the school.

77. Classroom support staff are well trained and experienced to work with pupils, including those with special educational needs, although none has specific qualifications relating to children under the age of five. The staff work very hard as a team and they are very willing to exchange ideas and to learn from others.

78. The school has made a determined response to the key issue in the previous report which noted deficiencies in accommodation adversely that affected several important areas of provision. A new classroom has been erected and now provides improved accommodation for all the pupils, as well as allowing a fourth teaching group. The school office, previously a wooden shed on the playground, is now securely housed in one of the classroom blocks. The playground and site continue to provide a considerable asset to the school. However, in spite of these commendable measures, the accommodation still has notable shortcomings that effect the smooth running of the school and, in some cases, the quality of the curriculum.

79. The headteacher's office is cramped and fails to provide a suitable environment to meet parents or visitors in private. Because the library is used as a teaching area and serves as the staff room, it fails to provide an appropriate facility for any of the users. The hall continues to offer inadequate opportunities for all but a limited range of physical and creative active activities, such as dance. The absence of an appropriately designated outdoor area for the under-fives limits the scope of their physical play and opportunities to explore through active learning.

80. The school has adequate resources to support learning in all areas of the curriculum, including special educational needs, with the exception of large apparatus for physical education and outdoor equipment for the under-fives, as noted in the previous report. Funding for the introduction of the literacy hour has boosted resources for English. The library is reasonably stocked with a suitable range of books, although, as noted above, access is severely restricted. The number and quality of computers is satisfactory for the needs of the pupils since the successful bid to the National Grid for Learning. Local visits are used well as a stimulus for all areas of the curriculum, as in the visit to the Parish Church.

89. The efficiency of the school

90. As noted in the previous inspection, the quality of the school's financial planning is sound. Links between the school's annual budget and the school development planning are clearly identified. The governing body has a sufficient insight into the school's educational needs and circumstances to enable it to be sufficiently involved in setting the school's budget. In the past year, governors showed their awareness of significant issues, when making spending decisions relating to the deployment of staff so that four teaching groups could be established. The finance committee liaises with the full governing body over relevant financial matters. The role and responsibility of the governing body, its finance committee and the headteacher are appropriately defined and carried out.

90.

91. The teaching staff are sensibly deployed in relation to their qualifications and experience. They are effectively involved both in the classrooms and in carrying out their management duties. All the staff work hard to fulfil their roles and responsibilities. In spite of the governors agreeing to allow the headteacher more time to concentrate on management issues, her workload remains very demanding, with little time available to undertake work specifically on school improvement. Although this does not have an adverse impact on the leadership and management of the school, the headteacher's work is achieved only through long hours and a considerable commitment to the school.

92. Overall, non-teaching staff give effective support to pupils, including those with special educational needs. Support staff are clear about their roles and are appropriately involved in planning. However, there is too great a dependency on classroom assistants to directly supervise young children, sometimes a whole Reception and Year 1 group, in another room and separate from the other children and the class teacher.

93. Satisfactory use is made of books, equipment and other resources, which are stored as appropriately as limited space allows and properly maintained. Funds available for pupils with special educational needs are used effectively to provide a suitable level of support. The less than satisfactory accommodation is kept in a very good condition and is very clean. It is used well to support pupils' learning.

81. The school has good management procedures to monitor day-to-day finances. There is an appropriate flow of relevant information to the finance committee and governing body. Data presented to the governors is accompanied by an explanation to make clear to them the school's budgetary position. The secretary ensures that spending provides value by obtaining

several quotes before orders are placed. Funds allocated for staff development are appropriately used, and the school 'buys in' to the local education authority's finance support package. The school has not yet begun to look at areas of initiative to assess value for money against recognised criteria for success.

82. The school makes satisfactory use of its resources, and the day-to-day administration runs very smoothly. The provision for children under the age of five is satisfactory. Pupils with special educational needs make sound progress. The attitudes, behaviour and relationship of pupils are good. The overall quality of teaching is satisfactory. From often below average starting points, pupils make satisfactory progress throughout their time in the school. With above average expenditure per pupil, the school provides sound value for money.

95. **PART B: CURRICULUM AREAS AND SUBJECTS**

95. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

96. At the time of the inspection, seven children with their fifth birthday before 31 December were attending full-time, while six children with birthdays between 1 January and 30 August attended for the morning session only. This means that the oldest children deemed 'under five' are, or soon will be five, and the youngest will not be five until the August of the coming year. Children under five share the same teacher and classroom as the 15 Year 1 pupils. However, the under-fives often work as a distinct group, with the class teacher or classroom assistants.

97. Nearly all of the children have attended one of the local playgroups part-time before starting school. Overall, what they know, understand and can do on entering the school is below the expected levels for this age group, particularly in their early writing development and understanding of mathematical concepts. Many of the children are at an early stage in their personal and social development and in their knowledge and understanding of the world.

97.

98. The overall sound provision for children under the age of five is a significant improvement upon the serious weaknesses noted in the previous Ofsted inspection. The quality of teaching has improved and the planned curriculum is more suited to the needs of young children. However, some weaknesses still need to be addressed. Expertise in and procedures for the continuous assessment of children's learning are at an early stage of development. Assessments do not sufficiently inform planning for the next of learning. Opportunities for play and active learning are limited by the absence of a secure outdoor area specifically for the under-fives. Finally, working in different rooms with different adults throughout the day unduly hampers the children's development.

98. **Personal and social development**

83. Children under the age of five respond well to the caring and secure environment provided for them. They enjoy coming to school and are developing a positive self-esteem. Although some of them are more confident than others, most are beginning to join in activities that include new experiences, such as the literacy session. They get on well with adults and with each other, although they need some guidance, as in sharing building bricks on the carpet and in taking turns in board games. They respond with interest and wonder to stimulation, such as a story shared with their teacher. Although the children carefully listen to instructions,

most are still developing in their independence, sometimes needing an adult's help in getting on with an activity. Some children sustain their interest in an activity, whereas others find it harder to persevere when faced with a difficulty, as when some of them found it difficult to make a model from a construction kit. By the time they are five, the children have made sound progress in their personal and social development, although few have reached the national expectations for their age. They have a growing awareness of right and wrong, display reasonable behaviour, and are increasingly sensitive to the needs of others. However, the children have little experience of different cultural traditions. There are few artefacts, pictures or books to help them broaden their awareness of different cultures and beliefs.

84. The adults serve as good role models and are consistent and fair in their expectations of what the children can achieve and how they should behave. Any incidents that arise are dealt with sensitively, and the children are encouraged to develop self-control and responsibility. Children are given appropriate support, but are also encouraged to develop personal independence, for example in dressing for games and in getting resources for themselves. However, although children and adults relate well to each other, the daily routine involves children in excessive movement between adults, rooms and learning groups. The changes make it difficult for some, in particular the more unsettled of them, to get used to the routines of the class and to learn from older children.
100.

100. **Language and literacy**

85. The children overall make satisfactory progress in their language and literacy development, although falling short of the national expectations by the time they are five years old. They are beginning to talk about their families and experiences in and out of school, and some of the children do so with clarity and detail. They listen reasonably well to stories and are keen to join in rhymes. The more confident and fluent children are increasingly able to respond to questions and ideas and to express themselves clearly and with meaning. In their role-play, children are beginning to make up their own stories and to take on the role of different characters, such as the cook and the waiter in the 'Pavement Café'. The children are at very different stages of development in their writing skills. While some children can form letters, independently write their own name, and copy an adult's writing, others are yet to become aware of the purpose of writing and are reliant on an adult's help in using writing materials. Occasionally, children attempt their own 'writing' when sending messages in their role-play, although, overall, there are too few opportunities for writing in informal situations. Most children know the difference between a book's cover, pictures, and writing, and some can re-tell something of the plot of a story and can predict what will happen next from their understanding of the text. Children often take a book home to share with their families and show a growing interest and liking for different kinds of story. They are beginning to recognise the sounds that letters make, and a few of the children in the class can think of words that start with the same sound. Some children are already able to suggest words to rhyme with others, as in the singing of 'This old man'.

86. There are some good activities that foster children's language and literacy skills, for example the 'Pavement Café', where children talk in their imaginative play. Staff support effective group and individual story-telling sessions, sharing books and encouraging the

children to express their own ideas. Although there are good planned opportunities for writing, not enough emphasis is given to more spontaneous writing, as part of imaginative play, or to accompany drawings from observations. There are few examples of children's writing displayed, for example as labels to accompany work.

102. **Mathematics**

87. The children make sound progress in their mathematical development although unlikely to reach the national expectations by the time they are five. Many of the older children can count and recognise numbers up to ten and some of them can count out the correct number of counters up to five. Nearly all the children attempt to join in simple counting games and number rhymes and songs. Most know the names of common two-dimensional shapes and are beginning to use the correct language to describe shape, size and position. As they prepare food for cooking, children learn to compare sizes and use words like *round* and *square*. However, children's mathematical understanding does not match their skills, such as counting. They find difficulty in solving problems through practical activities, such as shopping, and they do not record numbers in the same way as letters.

88. The children make sound progress in their development of mathematical skills through a suitable range of planned activities. The daily session, built loosely around the format of the numeracy strategy, provides an appropriate opportunity for the children to develop their awareness of number through structured practical activities. However, too few opportunities are taken to solve simple problems outside of the mathematics session and arising from other practical situations, particularly those involving comparisons, or adding and taking away. There is insufficient evidence of children being encouraged to record numbers beyond planned situations, and there is no number frieze or displays of numerals.

104. **Knowledge and understanding of the world**

89. The provision for knowledge and understanding of the world is generally satisfactory, although the lack of access to a designated and secure outdoor area limits the opportunities for children to learn through exploration, play and talk. Children are beginning to talk about their families, homes and neighbourhood. They recognise similarities and differences in a range of tastes. Some children describe simple features of their locality, such as what kind of goods can be bought in the shop and what the church is like. Local walks and visits to places of interest, such as the Parish Church, enhance their understanding. Children talk and think about the location of important local buildings in relation to their homes and the school, and attempt to make a plan of the villages. The staff work hard to provide opportunities for the children to observe and talk about their lives and the environment. The children observe plants and small creatures in the school grounds and in Witton Woods. They are beginning to relate the past to the present through events in their own lives. They talk about their families, using terms such as 'older' and 'younger' to describe grandparents and babies. They describe things that they can do which a baby cannot do, such as feeding itself. The children have access to two computers and most have developed early confidence and skills to work simple programs. Some children use the keys to make directional movements although few can name parts of the computer, such as the mouse and space bar.

90.Children make sound progress in developing their knowledge and understanding of the world through activities planned around a theme, such as 'food', as well as through a range of occasional activities, such as water and sand play. There is a reasonable selection of books and objects to encourage children to develop their natural curiosity and ask questions. However, although the children are encouraged to ask questions and make suggestions about how things work and why things happen, the absence of a planned outdoor area limits their opportunities to explore, think, and talk from first-hand experiences.

106. Physical development

91.Children make sound progress in developing their physical skills and, by the age of five, are close to meeting the national expectations. Good use is made of the school hall, playground and field to enable children to use small apparatus and move with growing confidence and control and an awareness of space. However, the class does not have access to an outdoor space to allow the children to exploit their physical skills in a regular and adventurous way. This limits their opportunities to extend their physical skills on a daily basis, for example on climbing frames, tree trunks or wheeled vehicles

92.There are adequate opportunities for the children to develop their fine motor skills, and they handle scissors, brushes and other tools and materials safely and with reasonable control. Most children hold and use a paint brush properly and make strokes and, in the case of a few children, without the help of an adult.

93.Staff work hard to support the children's development through timely interventions to support and extend their learning. They are aware of teaching children new skills, for example in cutting card with scissors.

109. Creative development

94.The children make sound progress towards the Desirable Outcomes in their creative development. They are encouraged to paint and draw what they see and to explore colour and texture through finger and brush. A group of children experimented by mixing colours to express their ideas of different fruits and by making leaf prints, using printing inks to represent Autumn. They talk about their work and what it represents, and most children are growing in confidence to try out their own ideas. They know the words to familiar songs and willingly join in to sing them as a class, often accompanied by the teacher playing the guitar. They listen to music and respond with their own ideas of movements in dance, such acting out the story of 'The Hungry Caterpillar'. Musical instruments are handled with respect and care. Children's imaginative play is developing appropriately for their age. Younger children take on the role of different characters, such as Jack and the Giant, while older children are beginning to explore their roles and feelings and to create their own settings, such as a café without adult support.

95.There is a suitable range of opportunities for the children to respond to, and represent, their ideas through drawing, painting, stories, imaginative play, dance and music. In the best

situations, the staff allow the children to develop their senses and express their ideas and feelings in a creative way. An example was when the children acted out the story of 'Jack and the Beanstalk', using paint and materials to create a collage, and creating their own music to accompany their dance.

111. ENGLISH, MATHEMATICS AND SCIENCE

111. English

96. After a significant improvement following the previous inspection, standards of attainment have followed the national trend of improvement over the last three years. At Key Stage 1, they are now close to the national average in writing. Although the percentage of pupils gaining the expected Level 2 in reading was close to the national average, the percentage achieving the higher level is still well below the national average. At Key Stage 2, a similar pattern is seen in the most recent results of the end of key stage tests and assessments. These show that the percentage of pupils achieving the expected Level 4 was close to the national average, but below average in the case of those attaining at the higher levels.

97. Standards in speaking and listening are in line with the national average, with one or two examples of higher attainment. At Key Stage 1, pupils listen carefully and follow with enjoyment the stories read to them, talking about them with growing confidence. They show their good understanding in the answers they give to questions. Most speak clearly and confidently, and expand their answers when prompted by teachers. When they role-play in their classroom, they adopt the mannerism and pattern of speech of the characters they are playing. At Key Stage 2, pupils also speak clearly and confidently, although some with prior lower attainment need help to find the words to express themselves. Their speech is usually grammatical, and they add detail to their answers to satisfy the needs of their listeners.

98. Standards in reading are in line with the national average at both key stages, with one or two examples of higher attainment at Key Stage 2. At Key Stage 1, the majority read simple texts accurately, using clues in the text or in pictures to tackle new words. Pupils with prior lower attainment and those with special educational needs require support to read words from their shared texts in the literacy hour, although they use their knowledge of letters to tackle words like *fill* and *put*. Most read accurately and fluently, though they sometimes lack expression and do not always appreciate the humour in the stories they read. Only the higher attaining pupils actually enjoy reading, and the message of the literacy hour that reading can be fun appears to have passed them by. They are inclined to separate their reading books from the books they read from the classroom collection, which are 'for enjoyment', according to the pupils.

99. At Key Stage 2, most pupils read accurately. Average and above average attaining pupils recognise their own errors and correct them. They retell stories with good understanding and make sensible predictions of what will happen next. Although the pupils' library and research skills are satisfactory, they are underdeveloped because of the limited access to the library. Those with prior lower attainment are far from fluent and lack comprehension of what they read. They have phonic skills but apply them carelessly, often making errors.

100. Standards in writing are close to the national average, although still slightly below, at both key stages. At Key Stage 1, for pupils of all abilities, handwriting skills are developing well into a joined-up, legible hand. Basic spelling, grammar and punctuation are used accurately. There is, however, very little independent or extended writing and the vocabulary used is also basic.

101. At Key Stage 2, handwriting is fluent and joined-up, and generally well presented. Pupils plan their work in jotters, and their note taking and the consequent organisation of notes into prose is adequate. The majority spell accurately and there are one or two examples of good use of vocabulary, for example in a poem on war which speaks of 'an infinity of gunshots.' Pupils of all abilities produce a good range of writing for different purposes and audience. At the end of the key stage, some pupils with prior lower attainment and those with special educational needs still prefer to print instead of write, and there is some inaccuracy in spelling. There is limited evidence of creative and extended writing, and that which is produced is below the national average in the case of most pupils. Overall, the lack of use of literacy skills brings attainment to below the national average for the majority, although there are one or two instances of better performance.

102. The literacy hour has been in place for more than two years and has clearly contributed to the improvement in standards during that time. Pupils experience a range of texts, both fiction and non-fiction. A major improvement has been that of increasing the vocabulary used by pupils in other subjects of the curriculum, where they use word-banks particularly associated with, for example, science and mathematics. There are examples of empathic writing in history, and some reflective writing in religious education and geography. The opportunities for pupils to practise their literacy skills are, however, limited, especially in terms of independent and creative writing across the curriculum.

103. From a low level on entry to Key Stage 1, pupils make satisfactory progress in most aspects of English, except for independent writing. They make satisfactory gains in the knowledge and understanding of books and of rhyming words. They extend their vocabulary and reading skills to apply their knowledge in reading and understanding stories. They make especially good progress in handwriting because of the regular, structured opportunities they are given. Pupils with special educational needs and those with prior lower attainment make satisfactory progress because of the appropriate support given by teachers and classroom assistants. Progress in reading is slower because pupils' attitudes to the skill are often less than positive, and there is not always sufficient encouragement at home. At Key Stage 2, pupils make clear gains in their knowledge and understanding of the subject because of the intensive nature of the literacy hour. For example, they make good progress in their knowledge, understanding and skills of organising notes into bullet-points or continuous prose because of the clear instructions they are given. Since September, progress has been more rapid for pupils of all abilities, but particularly for those with prior lower attainment and those with special educational needs, who benefit from the structured support of the additional literacy strategy. However, progress for the majority of pupils is inhibited because activities are too often repetitive or insufficiently challenging, with a lack of opportunities for independent working. The lack of opportunities to use their literacy skills does not improve their writing skills.

104. Pupils' attitudes to their lessons are generally good, although attitudes to reading are sometimes less than satisfactory. The majority are well behaved and they relate reasonably well to each other. They are usually interested in their activities and very keen to join in. They listen well and the majority concentrate hard. Most take great pains with the presentation of their work, which is rarely left unfinished. Very occasionally, pupils become restless during introductions to lessons or when the tasks they are given are insufficiently demanding.

105. The quality of teaching is satisfactory at both key stages, and is often good at Key Stage 2. Teachers' planning follows the National Literacy Strategy closely and give clear instructions, making effective use of pupils' contributions. Teachers make effective use of praise and encouragement to raise confidence and self-esteem, ensuring the active participation of all pupils. Expectations are usually appropriate for all abilities, but sometimes they are insufficiently challenging for older pupils in the class or those with prior higher attainment. Good relationships generally ensure that there are no problems with management and discipline. Teachers question effectively to enable pupils to explain their previously written notes, for example when writing 'instructions for aliens.' At the end of the key stage, joint planning between the headteacher and the part-time teachers ensure that lessons take account of what has gone before and what is to follow. Teachers' good knowledge and understanding of language development is demonstrated in their methods, strategies, and the types of questions they ask to ensure that pupils make progress. Occasionally, in both key stages, expectations are too low and work is not sufficiently matched to the needs of individual pupils. Marking of past work is interactive and evaluative, and gives pointers for pupils to improve their work. The reading texts selected for pupils broadly match their abilities, but there is no evidence in the records kept that the teachers move pupils on to more complex and challenging texts. Not enough use is made of the library to improve and practise pupils' library and research skills. Whilst teachers' exhibits are attractive and informative, they do not celebrate pupils' achievements, and some are insufficiently challenging to take learning forward. The subject makes a satisfactory contribution to pupils' spiritual and cultural development, but there is a lack of study of literature from other cultures, and the use of literacy skills across the curriculum is under-emphasised. The school is aware of the need to provide further opportunities for extended writing. The co-ordinator has a very good understanding of a role that is very well developed in terms of the monitoring and evaluation of provision and teaching.

106. Resources for the literacy hour are particularly good, and the provision of books in the library and in classroom collections is satisfactory.

107. Against the background of a number of turbulent years and much staff discontinuity, standards have improved slightly since the previous inspection, along with opportunities to develop and refine word-processing skills. Particular improvement has been made in punctuation, spelling, grammar and handwriting, and planning has been improved with the production of a new policy and useful guidance on planning and assessment.

123. Mathematics

124. Pupils' standards of attainment at the age of seven and eleven are below the national average. Evidence from the inspection confirms the results of the 1999 National Curriculum tests and assessments that, at the end of Key Stage 1, the proportion of pupils reaching the expected Level 2 and the higher Level 3 above was below average. The inspection evidence indicates that while standards at the end of Key Stage 2 are below the national average, they are not well below, as was the case in the National Curriculum results for 1999. Pupils enter Reception with below average attainments in their mathematical development.

124.

125. The previous Ofsted inspection report in 1996 judged standards at the end of both key stages to be in line with national expectations, although results of National Curriculum tests and assessments at the time were well below the national average. Evidence from the current inspection reflects the school's improved National Curriculum results since 1995. The school's trend of improvement still falls short of the national rate at Key Stage 1, though it is closer to the national picture at Key Stage 2. Although the 1999 National Curriculum results for both key stages showed that standards were well below the average for similar schools, the small size of the year group in Key Stage 2 makes the comparison with similar schools less reliable.

108.Improvements to the mathematics curriculum, both in teaching and through the introduction of the National Numeracy Strategy, are beginning to have a positive effect on standards. The school is now monitoring its results closely to identify weaknesses and to set realistic targets. In a further attempt to raise standards the school has arranged for mathematics to be taught in smaller groups by employing an addition teacher since the start of the current term. Although it is too early to gauge the impact of this measure on standards, the move represents a creditable attempt to raise pupils' attainment.

109.At the age of seven, most pupils have a sound understanding of shape and space, and are familiar with the names of common two-dimensional shapes, using appropriate mathematical language to describe their properties. Most seven year olds have a sound understanding of pattern in number; they are beginning to recognise odd and even numbers, and the few higher attaining pupils know that an even number can be divided equally into two whole numbers. However, even the higher attaining pupils find difficulty in explaining their work and applying their knowledge. Although most pupils can count in twos, fives and tens, they need support to relate this ability accurately to multiplication facts. Few pupils recognise the relationship between multiplication and division and between addition and subtraction. Hardly any of the seven year olds can recall number facts with speed and accuracy; they need support in adding and subtracting mentally up to 20 and in their understanding of tens and units.

110.Overall, attainment of pupils by the age of eleven is below the national average, though it is stronger in some aspects of the subject than in others. Pupils' mental skills are about average, and a significant number calculate with reasonable speed and accuracy. They can work out multiples and factors of given numbers, and most know their multiplication tables and can recognise and continue sequences of increasing complexity. Higher attaining pupils identify the pattern in numbers with two decimal places. However, pupils find it difficult to apply their knowledge of facts to a range of problems, often showing hesitancy in following their own mathematical ideas and thinking. In shape and space and data handling, standards

are close to the average and a few pupils achieve at higher levels.

129. When pupils enter school their reasonable counting skills are not matched by their understanding of mathematical concepts.

129.

130. Pupils, including those with special educational needs, make satisfactory progress from often low starting points. Overall, throughout Key Stage 1, pupils' ability in mental work is not as well developed as their work on paper. This is being addressed with a greater emphasis on learning number facts in daily addition and multiplication practice. In Year 2, pupils are beginning to make good progress in applying their improved skills to problems and practical situations. These are developed more effectively when the pupils discuss their approach as a class or a group rather than in individual work derived from a textbook. Pupils make some good progress in their understanding of shape and space and in data handling.

130.

131. Throughout Key Stage 2, pupils' mental skills develop well because of the particular focus within the numeracy session. However, an examination of pupils' previous work shows that their ability to apply their knowledge and skills is not so well developed. Within lessons, pupils' progress accelerates during the final two years as there are greater opportunities for pupils to apply their knowledge and skills. Pupils are increasingly being encouraged to make suggestions and to learn from mistakes in tackling problems. The school's deliberate emphasis on improving mental skills and encouraging pupils to use a range of strategies is beginning to bring about progress within lessons.

131.

132. Pupils show a positive attitude to mathematics. They are nearly always well behaved and work hard. They listen reasonably well to the teachers and carry out instructions. However, although pupils in Key Stage 1 respond to questions, they rarely enter into discussion about their work, either with the adult or with others in the group. In the majority of lessons, where the work meets the needs of the pupils, they respond well and are keen to learn. There are, however, some times when either the work is insufficiently challenging or the pupils find it too difficult to complete without adult support. On these occasions, especially in the end of Key Stage 1 and beginning of Key Stage 2, pupils become restless and time is wasted.

132.

133. The quality of teaching was satisfactory in every lesson. This is a significant improvement on the situation at the time of the previous inspection, when half the lessons had important shortcomings. Pupils are usually given work with sufficient challenge, although opportunities to extend learning through probing questioning are sometimes missed. Teachers work hard to plan lessons that build effectively on previous learning, asking questions to assess pupils' understanding and using this to decide what to do next. Lessons are well structured, with a suitable balance between class and group work. The emphasis on mental calculations is good at the end of Key Stage 2 but underdeveloped in Key Stage 1. Teachers use their time reasonably well, although not all lessons have a brisk pace and a sense of rigour. In all the lessons, teachers worked well to involve all the pupils in the introductory session, giving time for them to think before answering. In Year 1, pupils demonstrated their thinking with good effect to the class as well as to the teacher, but this approach was less apparent in other lessons. A feature of the teaching throughout the school is the positive and encouraging approach of the teacher and the appropriate use made of classroom staff. Homework is occasionally given to reinforce the teaching, making an overall, reasonable contribution to pupils' learning.

133.

134. A policy and appropriate scheme of work are in place, and the requirements of the National Curriculum are fully met. The Numeracy Strategy has recently been adopted and is beginning to make a positive contribution to the quality of teaching. The subject is managed effectively, and there is evidence of a good level of support from staff and of a commitment to development since the previous inspection, particularly in the past year.

134.

135. There is sufficient expertise to lead the subject, and staff training has played an important part in raising the confidence among the staff.

135.

136. The co-ordinator effectively monitors the curriculum and quality of teaching. Planning documents show how evaluations of previous work are used effectively to inform the next stage of learning. The school has started to collect information from National Curriculum and other tests and assessments, using the conclusions to set targets and inform planning.

136.

111. The school has sufficient resources for mathematics, though they are not always fully used to support learning, especially in the starter activity. There is little evidence of pupils' work on display or of aids to pupils' learning, such as number lines. The previous report noted that rarely was mathematics related to other areas of the curriculum, and that there were particularly weak links with information technology. A scrutiny of pupils' past and current work shows several examples of representing and interpreting data with the use of a computer, and some evidence of links to other subjects.

137. **Science**

112. Since the previous inspection, standards of attainment have been maintained at the end of Key Stage 1, and there has been an improvement at Key Stage 2, especially at the higher levels. Standards at Key Stage 1 are below the national average overall, but above it at the higher levels. Compared with those of similar schools, standards are below the average. At Key Stage 2, standards of attainment are above the national average, with achievement at the higher levels close to the national average. Compared with that in similar schools, attainment is average.

113. By the age of seven, most pupils remember types of food, for example carbohydrates and proteins being found in pasta, sugar, bread and dairy foods.

114. Pupils know that incisors are for biting and molars for chewing. They are working in the very early stages of experimentation, observation and recording. They describe simple features of objects, living things, and observed events, and communicate their findings simply in drawing and pictures. They recognise and identify a range of common animals and name the external parts of the human body and plants, using appropriate vocabulary. Pupils recognise some of the properties of a range of common materials, for example texture and their suitability for various uses. They describe in everyday terms how changes are made, for example ice melting.

115. At Key Stage 2, most pupils know that like poles repel and unlike poles attract. They are able to predict, test, and record their observations, provided that they have frameworks to follow. They are increasing their awareness of magnetic metals. However, some do not tackle their tasks well and are unable to make predictions or carry out experiments without guidance. Those with lower prior attainment often misunderstand instructions. The scrutiny of pupils' past work shows that scientific investigation is in need of further development, because the new scheme of work is not yet fully implemented and the gaps in pupils' learning are only slowly being filled. Much work has to be revisited at a deeper level, and work this term is very nearly in line with the national expectation.

116. Pupils make satisfactory progress overall at Key Stage 1, and there is sometimes good progress among pupils of all abilities in extending knowledge and understanding of teeth and of a healthy diet.

117. Pupils also make gains in developing the appropriate vocabulary, for example *incisor and molar*. There was a slight problem when they were identifying incisors in their own mouths, because so many of this age have their front teeth missing or 'wobbly', which makes biting an apple difficult. The scrutiny of past work shows satisfactory progress in the content of scientific study because of regular, more systematic teaching and carefully planned coverage for pupils of all abilities. Progress in scientific investigation is, however, unsatisfactory, with little evidence of independent work. At Key Stage 2, the majority make satisfactory progress overall when on task, and fully understand what is expected of them. Some pupils make good progress. Pupils with special educational needs and those with prior lower attainment make very good progress as a result of careful teaching and good support from teachers and classroom assistants. Examination of pupils' past work shows that progress over the key stage is slow but steady, with a rapid increase this year for pupils of all abilities because of new, carefully structured planning.

118. Pupils are beginning to enjoy their experimental work. They concentrate and work well, savouring the taste of apples, cheese and toffees. Following their experiment, they settle better and have more interest in completing the tasks set. The majority are well behaved, attentive and able to work independently. They concentrate for long periods and work well in groups, sharing resources sensibly. They are unused to making predictions and testing them, but they enjoy doing so, and pupils were particularly fascinated by iron filings in the lesson on magnetism. In a lesson in Key Stage 1, a few pupils found it difficult to maintain their attention, and became restless and easily distracted. The examination of past work shows a good volume of work produced and very little unfinished, by pupils of any ability. Presentation varies according to ability but is never less than satisfactory.

119. The quality of teaching is satisfactory at both key stages. Teachers plan work which is carefully suited to pupils' previous attainment and ability, and also to age in the mixed-year classes. Scientific enquiry is very much directed by the teachers because it is only just being developed throughout the school and pupils have very little experience to build upon. Teachers use good questioning techniques and are effective in the development of a scientific vocabulary. They set very clear learning objectives which ensure good

interventions in group work, and give time targets to sustain pupils' interest and effort. Occasionally, groups are not well organised, and this makes it difficult for pupils to get on with tasks and share resources. Time is sometimes wasted when tasks are not explained with sufficient clarity. Work for pupils with prior higher attainment lacks the independent writing element because teachers are over-reliant on worksheets.

120. The new policy and scheme of work is based on national guidance, which is not yet really appropriate for pupils, because of a historic lack of background to build upon. Scientific investigation is a mixture of teacher/pupil hypothesis, and development is identified and prioritised in the school's current plans. Tasks are adapted for pupils of different abilities and age groups so that pupils begin their learning at different stages, according to their performance in an initial assessment. Information technology is effectively used for word-processing, and for interrogating linked databases. Literacy skills are developed through the extension of an appropriate scientific vocabulary, but there are not enough opportunities for pupils to write independently, instead of using worksheets or frameworks. The nature area in the playground is used for the study of habitats, and pupils visit a local study centre to carry out pond dipping. The school has developed good assessment procedures and use of the data for planning future lessons.

121. The subject makes a satisfactory contribution to spiritual and social development through opportunities for discussion and collaborative working. There are, however, few opportunities for personal research or for the study of the contribution of other cultures. The co-ordinator has a very good understanding of the role, the exercise of which is restricted by a lack of non-contact time. Staff have received much in-service training and advisory input following the previous inspection, and newly-appointed staff are helping to ensure that it is effectively applied. Classroom assistants and parent volunteers make a good contribution to the support of learning. Accommodation is rather cramped for practical activities. Resources are adequate, though there is a particular lack of children's textbooks and reference material for teachers.

147. OTHER SUBJECTS OR COURSES

147. Information technology

122. The attainment of seven year olds and of eleven year olds is improving, and is near to what is expected for the age groups nationally. Only one lesson was observed in information technology, but pupils were several times observed using computers available in each classroom. These observations, the scrutiny of work, and the school's planning documents show that seven and eleven year old pupils attain at the expected levels in communicating and handling data, but just below the expectations in control, monitoring and modelling aspects of the subject.

148.

149. It was noted in the previous Ofsted report in 1996 that pupils were not given enough opportunities to develop their skills, knowledge and understanding in using information technology, and this remained the case until recently. The school has made a positive

149. response to the situation by installing new hardware, following a successful bid under the National Grid for Learning scheme (NGfL). Pupils now have reasonable access to information technology, though opportunities are greater in communicating and handling data than in control, monitoring and modelling components, and this is reflected in the standards achieved.

123. Pupils make steady progress in learning to use computers over their time in the school. They develop their word-processing skills, data handling and the use of technology to support learning across the range of the curriculum. Pupils' progress in control technology is less assured. Nonetheless, overall, attainment is considerably higher than at the time of the last inspection. From a low starting point when they enter the school, pupils gain in confidence throughout Key Stage 1, so that by the time they are seven they use computers to assist them in various subjects. For instance, they generate data and display it in a variety of ways, with pictograms, bar charts and pie charts. In their geography, they use the mouse to select and move roads, buildings and other items around the screen to make a town. They use simple word processing programs and compose music. They are beginning to write, and they consolidate well their literacy and numeracy skills.

124. By the time they are eleven, pupils can use a keyboard fluently and can use CD ROM to make inquiries into historical topics, devise questions, and access information with relative ease. A few pupils can use a computer to draw up and print line and column graphs for mathematics and science. They access programs across a range of curriculum areas such as art, geography, history and music, using the information gained to supplement and illustrate their work. However, their experience of control technology, for example through the use of logo, is a facet not well developed overall.

125. Pupils work with some confidence with computers, although this is often dependent on whether or not they have a computer at home. They help each other, and during the inspection there were occasions when effective learning took place with one pupil supporting another. Most pupils are reasonably confident, and those with special educational needs are appropriately supported. They make steady progress. Pupils work hard and with obvious interest, and they are responsible and self-reliant. However, there is only limited evidence of pupils keeping records of their experiences of using computers and making comments.

126. Judgements on the quality of teaching are not possible beyond the one satisfactory lesson, owing to the lack of opportunity to observe during the inspection. However, it is clear that pupils are provided with sufficient support to be confident in using the computers for a wide range of purposes and at all stages. The school has worked hard, and continues to do so, to develop teachers' expertise and confidence, which the previous inspection report identified as a significant weakness.

127. Information technology is used to complement and support much work effectively and is now supported by a concerted scheme of work, based on national guidance, to underpin the development of skills.

128. The school meets the requirements of the National Curriculum for information technology. The strengths and weaknesses of the curriculum are fully recognised by the school and are featured in the development plan for the subject. The plan acknowledges the

need for a clear approach to assessment. The co-ordinator has carefully developed a policy in consultation for the local education authority advisory service, staff and governors. The subject review provides a realistic basis for development. There are effective arrangements for monitoring, supporting and evaluating pupils' attainment, teaching, and the curriculum. Overall, as a result of the good leadership of the headteacher and co-ordinator, the provision for information technology has significantly improved, particularly in the past year. Current resources are now adequate to support the curriculum.

155. Art

129. Since the previous inspection, standards have improved and are now broadly in line with what is expected of pupils at the ages of seven and eleven. It is still the case that art is used to support subjects of the curriculum rather than taught in its own right, but the new scheme of work is beginning to rectify this.

130. No lessons were observed at Key Stage 2, and therefore no judgement is given on teaching in this age group. Judgements are based on the lessons seen in Key Stage 1, scrutiny of teachers' planning, pupils' work on display and in their art folders, and discussions with teachers.

131. By the age of seven, pupils look closely and describe what they see. They make competent rubbings from the bark of trees, metal and asphalt in the playground. They tear strips of their rubbings with reasonably accuracy and use glue-sticks confidently and competently. They manipulate a range of tools and media with increasing confidence, for example when using paint rollers and clay mushrooms to produce repeated patterns in blue and yellow. However, there are not enough opportunities for the study of the lives and works of famous artists from around the world. At Key Stage 2, pupils' past work shows the use of information technology in art, and studies of paintings by Mondrian, Monet and Lowry. Pupils use pastel crayons and water-colours in landscapes and use their art work to support their learning in other subjects, for instance Tudor portraits in history, in illustrations of work in geography related to a study of Chembakolli in India, and in collaborative work, such as collage.

132. Progress can be restricted by the limited opportunities for pupils to develop knowledge and understanding in the application of techniques and skills, owing to the lack of use of a sketchbook for the purpose. There is no significant difference in the progress made by boys and girls.

133. Pupils at Key Stage 1 have positive attitudes to their work in art. They are very well behaved in the introductions to lessons, listening very carefully and keen to contribute to discussions. They enjoy making rubbings of objects on the playground, moving enthusiastically from one thing to the next. They show great delight at the feel of tree bark. They help each other to put on painting aprons, and understand and carry out carefully the instructions they are given. In the lessons observed, pupils were not given the opportunity to clear away after themselves. Examination of pupils' past work at Key Stage 2 shows that work is usually carefully carried out and is well presented.

134. The quality of teaching at Key Stage 1 is good, with adult helpers and classroom assistants well briefed by the class teacher. They all give clear instructions and make good use of praise and encouragement to build pupils' confidence and self-esteem. Lessons are well prepared and are organised with purposeful activities which take account of differing needs and abilities. Teachers' satisfactory subject knowledge and understanding ensures that pupils make progress in the extension of their vocabulary, for example smooth or rough, heavy or light textures. Teachers encourage some independence and creativity through thoughtful and sensitive questioning. Good curriculum links are made with other subjects, for example materials in science.

135. The new policy and scheme of work covers all strands of artistic achievement and gives clear guidance on the use of a sketchbook, with emphasis on the development of skills. However, this guidance is not yet fully implemented. The scheme of work emphasises the link with spiritual development, and the curriculum is enhanced by an 'Art Day' once a term, and the exhibitions of pupils' work for viewing by the local community. Assessment is carried out at the end of each topic, and ability groups are reorganised accordingly. The use of an assessment sheet is being developed. There is little provision for the study of the art of other cultures. The co-ordinator has a good understanding of her role, although monitoring and evaluating of teaching and provision remains underdeveloped. There has been much in-service training and advisory input for teachers since the previous inspection, which has improved their expertise. Classrooms are rather cramped for practical activities and display is often disappointing, with little of pupils' work celebrated and a lack of challenge in teachers' exhibits. Often, work is displayed at a height too far above pupils' heads to be of value as a learning resource.

162. **Design and technology**

136. No lessons were observed in Key Stage 1 and therefore no judgement is made on the quality of teaching. Other judgements are based on the lessons seen in Key Stage 2, a scrutiny of teachers' planning and pupils' past work, and discussions with staff.

137. Pupils at the start of Key Stage 2 often produce work which is above the average for their age, because they are taught according to the staff's expectations of older pupils. At the end of the key stage, one in three pupils recognise that 'Blue Peter' pictures cannot be plans because they have no labels or measurements. Those with prior higher attainment understand that a 'bird's eye view' is looking down at an object or buildings. Most are able to explain how scale is used in plans. Some with prior higher attainment have carried out personal research on air-conditioning with reference to medieval dungeons in their project on the re-designing of Norwich Castle museum for the Millennium. Most apply their numeracy skills confidently and competently but those with prior lower attainment need frequent reassurance and support. Most pupils recognise the need for accurate labelling and measuring.

138. Most pupils make satisfactory progress in lessons on the knowledge, understanding and skills of drawing plans to scale, owing to the very clear instructions they are given. However, progress over time is less satisfactory in knowledge, understanding and skills of design, and in evaluating and modelling designs before construction. There is no significant difference between the progress made by boys and girls.

139. Pupils enjoy their work in design and technology. They are all attentive and eager to answer questions and contribute to discussions. Many work well together as pairs or in small groups, listening well to each other and negotiating and arguing peaceably. Occasionally, they become restless when the introduction is unduly long and some are noisy when moving to activities and organising their own work and resources.

140. The quality of teaching in Key Stage 2 is satisfactory. Teachers make judicious use of videos, pausing appropriately to home in on particular teaching points. They give clear instructions and conduct good recapitulation of previous work in mathematics when using scale in plans. Their good knowledge and enthusiasm engages pupils' attention and motivates them, with timed targets to sustain effort. Classroom assistants and volunteer helpers are well briefed, making a good contribution to teaching and learning. Expectations are high for all, including the youngest age group and those with special educational needs when given appropriate support.

141. The draft policy is awaiting adoption by the governing body and the school has adopted national guidance for a new rolling programme. This gives good coverage and a variety of learning activities to ensure that lesson plans take account of what has gone before and what will follow. Teachers make careful assessments at the end of each topic and reorganise ability groups according to the results. The subject makes a satisfactory contribution to spiritual, social and cultural development, providing opportunities for collaborative working and discussion. The contribution of other cultures is acknowledged, for example the design of Egyptian pyramids and Arabic water wheels.

142. The co-ordinator has a clear understanding of the role, which remains under-developed in terms of the management function of monitoring and evaluating provision and teaching because of the lack of time to go into classrooms and work alongside colleagues.

143. Staff have received considerable in-service training and advisory input since the previous inspection to increase their knowledge and expertise, and this is beginning to be effectively applied. Classrooms are rather cramped for practical activities, so staff make much use of parental help when splitting classes into groups. Resources are adequate for the delivery of the curriculum, which now meets statutory requirements.'

Music

144. Overall standards have been maintained since the previous inspection, and the quality of pupils' singing is a strength of the school. Very few lessons were observed and judgements are based on the scrutiny of teachers' planning, assemblies and hymn practices, and discussions with staff.

145. At Key Stage 1, pupils respond well to music, smiling, nodding and swaying in time. They recite traditional rhymes from memory correctly and with enthusiasm. They identify pitched and unpitched percussion, for example jingles, triangles, chime-bars, maracas and tambour. They play them correctly to get the most musical sound from them. At Key Stage 2, pupils sing tunefully and enthusiastically in unison, with appropriate attention to duration of notes and clear diction. Older pupils and those with prior high attainment understand and

explain the purpose of a *rallentando* and a falling cadence, although not using the actual terms. Older pupils understand how words can be 'coloured' by the dynamics of *loud* and *soft*, and the duration, either *short* or *long*. All understand that music conveys mood and emotion. They sing competently in two-part harmony, sustaining the melody and counterpoint well. They follow the conductor's hand-signals very carefully. As a result of good teaching, they make good progress in performing as ensembles in unison and in harmony. There is no significant difference in the progress made by girls or boys.

146. Pupils at Key Stage 1 enjoy their music lessons, are very well behaved, and enjoy their activities. They relate well to each other and are very pleased with their own efforts, applauding those of others. Key Stage 2 pupils enter the hall and sit very quietly, enjoying the taped music. Very few did not join in the singing. They respond well to the challenge of two-part singing.

147. The quality of teaching is satisfactory overall, and sometimes good in Key Stage 2. Teachers give appropriate guidance on health and safety when they suggest that pupils do not pass to others blown instruments, in case of germs. They make good curriculum links with materials in science, and good use of pupils to demonstrate the correct playing of instruments, for example how to hold and strike a triangle. Teachers explain that quiet listening 'helps us to think,' and make good choice of music to induce the appropriate reflective mood and atmosphere. They give effective guidance on the importance of erect posture and clear diction when singing. They listen very carefully to children singing, using their good subject knowledge and understanding to judge when to pause to check learning and take it forward. The brisk pace of lessons keeps almost all engaged.

148. There is a satisfactory policy for music, but the school is waiting for further national guidance before finalising a scheme of work. The time given to music is much constrained by the demands of the core curriculum. The use of information technology is not yet fully developed on the computer, although there is satisfactory use of a collection of tapes for listening, except for the music of other cultures. The use of literacy is encouraged in discussion, in the development of musical vocabulary, and in the emphasis on clear diction. Whole school productions have a strong musical input and involve all pupils. The headteacher and the music co-ordinator are both musicians and their expertise is well used throughout the school, in planning and monitoring music provision and teaching. A weekly recorder club has just been started and the curriculum is enhanced by visits from musicians, for example string and brass ensembles and a recorder consort. The subject makes a satisfactory contribution to spiritual and cultural development through the good opportunities for discussion, performance and critical listening. However, there are very few opportunities for improving the pupils' knowledge, understanding and appreciation of non-white, non-European musical traditions. The co-ordinator has a clear understanding of her role, which is well developed in terms of monitoring and evaluation because of the school's use of her specialist expertise. Resources are just adequate, although some instruments are in need of replacement.

Geography

149. Pupils, including those with special educational needs, make satisfactory progress throughout the school. This reflects an improvement on the position at the time of the last inspection, when the need to raise attainment and improve the curriculum in geography was identified as a key issue. During the inspection week, no lesson was timetabled or observed for geography. However, judgements were derived from evidence from previous work and displays, and from conversations with pupils in different years about their knowledge and understanding of the subject.

150. By the end of Key stage 1, pupils have developed a sound understanding of their surroundings through studies of the village and its locality. In Year 1, pupils undertake local walks to observe different types of buildings and their position in relation to the school and pupils' homes. They can construct simple plans of the village in pictorial and model form and by using a computer program. In talking about what they see they use geographical terms, such as *hill*, *lake* and *road* to describe their locality. By the time they are seven, pupils can draw simple maps of the neighbourhood and identify key features, such as the school, church and village shop.

151. In describing accurately their journey from their home to the school, pupils in Year 3 and 4 use terms to describe directions, such as *behind*, *up* and *near*. Higher attaining pupils know the compass points and are beginning to relate this knowledge to their growing sense of places beyond their locality. They talk of Cromer in terms of direction and distance in miles. Pupils in Year 6 have developed their understanding of location and direction, and they attempt to describe how to get to Norwich and some of the features of the city as compared with Cromer, such as size, buildings and location. They give reasons for their likes and dislikes of places they have visited. From their observations and discussions, pupils develop a sound understanding of maps and plans. Most can identify significant features, such as seas and countries on a map of the world. Higher attaining pupils in Year 6 know how to use an Atlas and to 'read' features on a local Ordnance Survey map, including identifying points with grid references. Most pupils in Year 6 can recall details from an earlier comparative study of contrasting locations in the UK and in India, using correct geographical terms, such as *population*, *climate* and *landscape*.

152. Throughout the school, pupils' understanding steadily develops, particularly in response to fieldwork in the locality and to places further afield, like Cromer and Letheringsett Water Mill. The teachers also make good use of secondary sources, as was seen in Year 1, where photographs, postcards and other artefacts from Barnaby the Bear's journeys around the World generated conversations and helped pupils make comparisons. Pupils of different attainment make similar progress, including those with special educational needs.

153. Pupils clearly like geography, and they express considerable interest when talking about their work. Their recorded work is well presented.

154. Lesson planning relates well to the longer-term intentions of a useful scheme of work built around national guidelines. Although no lessons were observed to allow a clear judgement on the quality of teaching to be made, the evidence of teachers' planning and the pupils' knowledge and understanding, suggests that teaching is sound. Sufficient emphasis is

given in the curriculum to practical work and to discussion. Geography is often linked to other subjects, such as history and mathematics, for example in the collection and presentation of weather data. The co-ordinator leads the subject effectively. The adequate resources are well maintained and reasonably accessible. However, the school recognises the shortage of artefacts to support learning. The provision meets the requirements of the National Curriculum.

History

155. During the course of the inspection, just one lesson was observed, in the Years 5 and 6 class. However, evidence of teachers' planning, of pupils' written work and of discussion with them shows that a sound historical curriculum is in place which meets the requirements of the National Curriculum. Written work and discussion with pupils also indicates that they make satisfactory progress throughout the school. This represents a similar picture to the progress made by pupils in the last inspection.

156. By the age of seven, most pupils talk about pictures and artefacts, using appropriate historical language. They sequence events and objects in order, and show a reasonable knowledge of stories from the past. They can place significant events on a time-line, and higher attaining pupils use and understand the terms 'old' and 'modern'. Pupils are beginning to find evidence of change in pictures, artefacts and stories, and recall historic details with reasonable accuracy in class discussions. Pupils in Year 2 talk about life in Victorian times and contrast this with their own experience and knowledge. They know about Guy Fawkes, and what he is remembered for, and have a reasonable idea of the world he lived in. Some pupils are beginning to question why people acted as they did, for example why Guy Fawkes was involved in the gunpowder plot.

157. By the time they are eleven, most pupils have developed their knowledge and understanding of the Victorians and are beginning to bring together their understanding from different historical periods. In particular, they can make observations and suggest reasons based on evidence from both primary and secondary sources. For example, pupils in Year 6 were able to suggest why children had to go out to work in the last century, and higher attaining pupils could put themselves in the position of one of the characters and express their feelings. Eleven year olds have a sound sense of chronology and a growing understanding of viewing events from different points of view, for example the contrasting standpoints of the English and Spanish in the story of the Armada.

158. As was noted in the last inspection, pupils make sound progress throughout the school. They can relate their growing knowledge to develop an awareness of chronology. They are given a reasonable knowledge base upon which to build their understanding. Progress is supported by occasional visits to such places as West Stow, to study the Anglo-Saxons. However, although resources overall are adequate, there is a shortage of artefacts to support the subject.

159. It is not possible to judge the overall quality of teaching in history from the small amount of lesson teaching, although the quality of the one observed lesson was satisfactory. Pupils' work is marked, often with helpful and encouraging comments. Lesson plans are clear, with

easily identifiable learning objectives. The presentation of pupils' work is satisfactory and occasionally serves as a useful resource for the whole school.

160. The subject is appropriately managed. The scheme of work is understood and used by staff. A simple and effective assessment approach is in place and, overall, the subject meets the requirements of the National Curriculum. The curriculum is appropriately balanced and is supported by the timely use of extracts from television recordings.

187. **Physical education**

161. Pupils, including those with special educational needs, make overall satisfactory progress throughout the school. However, their progress in the use of large apparatus, such as climbing frames and ropes, is unsatisfactory. As noted in the last inspection, this is because of a lack of adequate indoor space and large equipment for pupils to develop their skills. Pupils' progress in swimming is good, with the result that by the age of eleven nearly all pupils attain the expected national standards.

162. By the age of seven, pupils work safely in dance and games and co-operate well with a partner and in a group, for example in throwing and catching games. They perform simple warm-up exercises and can copy their partner's shapes and movements. They learn how to throw a ball accurately to a partner, bouncing it in a way that allows their partner to catch it. They know the difference between underarm and overarm throwing. They develop appropriate skills in games, dance and floor gymnastics.

163. By the time pupils are eleven, they can describe the reasons for warm-up activities, for example to avoid pulled muscles. They sustain energetic exercise in dance lessons, repeating and adapting movements. Pupils develop their co-ordination and accuracy. In team games, pupils throw and catch with considerable accuracy and awareness of their own space and that of others. They have developed a good sense of fair play and an understanding of the need for rules.

164. The attitudes of pupils in both key stages are positive. They enjoy all aspects of physical education and work well as members of a team. Pupils dress appropriately for activities.

165. The positive attitudes of pupils, their participation in after-school games clubs and in swimming, and the quality of teachers' lesson plans indicate that teaching is satisfactory. Planning shows clear learning intentions based on what pupils were previously assessed to know and are able to do. This suggests a good level of awareness of the requirements of the National Curriculum and, as such, represents an improvement on the situation at the time of the previous inspection.

166. The school has improved the quality of its physical education curriculum since the last inspection. There is a clear policy and scheme of work which provides appropriate breadth and balance, with the exception of activities requiring the use of large apparatus. For this reason only, the school curriculum for physical education fails to meet the requirements of the National Curriculum. Equal opportunities are promoted well, with boys and girls given similar opportunities to work together in a range of sporting pursuits.

167. The management of the subject is satisfactory, and every effort has been made to give pupils a range of experiences in spite of their not having access to a suitable indoor space and to large apparatus. During the spring term, arrangements have been made for older pupils to use a neighbouring school for gymnastics, and both the field and playground are used when the weather allows. Athletics features in the summer term, when pupils are helped to assess their own progress and, at the end of term, certificates of achievement are awarded.

The inspection of this school included a focused view of swimming, which is reported below:

168. By the beginning of their final year in the school, Year 6, most pupils are already achieving the nationally expected standard and can swim unaided, competently and safely, for at least 25 metres. Many of the pupils observed in Year 5 have already reached, or are soon likely to reach, the same standard in swimming. Nearly all pupils in Year 6 display confidence in the water, knowing when to rest, float and adopt support positions. Nearly all pupils are developing efficient swimming strokes on both front and back. They are very aware of the appropriate health and safety issues, and they show this during their lesson.

169. During the inspection, the one swimming lesson for pupils in Years 5 and 6 was observed. Further evidence was gathered through discussions with the headteacher, class teacher, swimming instructor, a parent helper and several of the pupils. The lesson, led by the instructor and supported by the class teacher, was of a high standard. There was a clear sense of purpose and pupils knew what was expected of them, both in terms of behaviour and of achievement. The instructor successfully involved pupils so that a helpful, running dialogue supported learning. Pupils were encouraged to set themselves targets and to evaluate their performance. During the course of the lesson, pupils made very good progress, achieving significant gains in technique and often in the distance they could swim. Several pupils swam on their back for the first time. The class teacher supported a pupil with special educational needs so that he made good progress, particularly gaining in confidence.

170. The school makes appropriate provision for swimming, with 13 sessions for each year group in Key Stage 2. A suitable nearby pool in the local High School is used with the pupils under the instruction of a well-qualified instructor with life saving qualifications.

171. There are good arrangements for any Year 6 pupils who may not have reached the expected, national standard. They join the younger year group to gain additional time and are given extra help, usually by the supporting class teacher. The school appropriately assesses and records standards and shares these with the pupils and their parents.

198. PART C: INSPECTION DATA

198. SUMMARY OF INSPECTION EVIDENCE

172. A team of three inspectors, who spent a total of eight inspection days in school, carried out the inspection. During the course of the inspection, the team undertook 37 observations of lessons, in whole or part, attended daily assemblies and a swimming lesson, and observed registration periods and end of sessions. A sample of pupils from each year group was heard reading. The pupils also discussed books and talked about aspects of their work. A total time of approximately 36 hours was spent on these observations and discussions. Pupils' behaviour in the playground, in the hall, and around the school was observed, and this also provided opportunities to talk to them. Discussions were held with members of the governing body, the headteacher and the teaching staff, all who have responsibilities for subjects and aspects of the school, and members of the non-teaching staff. The team examined minutes of the governing body and staff meetings, curriculum and other documents, teachers' plans, financial statements, samples of pupils' work in every year, pupils' records, and attendance registers. Before the inspection, a meeting was held with eighteen parents. The results of the parents' questionnaire were scrutinised.

200. **DATA AND INDICATORS**

200. **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	82	2	15	14

200.

200. **Teachers and classes**

200. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	4.05
Number of pupils per qualified teacher:	20.2

200. **Education support staff (YR – Y6)**

Total number of education support staff:	3
Total aggregate hours worked each week:	61.5

Average class size:	27.3
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200. **Financial data**

Financial year:	1998/9
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	£
Total Income	169685.00
Total Expenditure	160185.00
Expenditure per pupil	1760.00
Balance brought forward from previous year	10002.00
Balance carried forward to next year	19502.00

200. **PARENTAL SURVEY**

Number of questionnaires sent out:	82
Number of questionnaires returned:	19

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	52.6	47.4	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	57.9	42.1	0	0	0
The school handles complaints from parents well	26.3	57.9	15.8	0	0
The school gives me a clear understanding of what is taught	26.3	57.9	15.8	0	0
The school keeps me well informed about my child(ren)'s progress	52.6	36.8	10.5	0	0
The school enables my child(ren) to achieve a good standard of work	36.8	47.4	15.8	0	0
The school encourages children to get involved in more than just their daily lessons	47.4	42.1	10.5	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	21.1	57.9	15.8	5.3	0
The school's values and attitudes have a positive effect on my child(ren)	36.8	57.9	5.3	0	0
The school achieves high standards of good behaviour	36.8	63.2	0	0	0
My child(ren) like(s) school	63.2	36.8	0	0	0