

INSPECTION REPORT

CAWSTON PRIMARY SCHOOL

Cawston, Aylsham

LEA area: Norfolk

Unique reference number: 121031

Headteacher: Mr J Crowdy

Reporting inspector: Mr D J Curtis
20893

Dates of inspection: 27th-30th March 2000

Inspection number: 187063

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Aylsham Road Cawston Norwich
Postcode:	NR10 4AY
Telephone number:	01603 871249
Fax number:	
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr N Boldero
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D J Curtis	Registered inspector	Science Information technology Design and technology Physical education Under-fives	What sort of school is it? How high are standards? (The school's results and achievements) How well are pupils taught?
Mr B Jones	Lay inspector		How high are standards? (Pupils' attitudes, values and personal development) How well does the school care for its pupils? How well does the school work in partnership with its parents?
Mrs J Peek	Team inspector	Mathematics Art Music Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?
Mr J Sharpe	Team inspector	English Geography History Equal opportunities	How well is the school led and managed?

The inspection contractor was:

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The Registrar
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The Office for Standards in Education
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cawston Primary School is situated in the village of Cawston in Norfolk and takes pupils from the ages of four to 11. There are 128 pupils on roll in five classes, with 70 boys and 58 girls. All of the pupils are white (UK heritage). There are no pupils from homes where English is not the first language. There are 35 pupils on the school's register of special educational needs. There are three pupils with statements of special educational need. This is above the national average. Fourteen pupils are entitled to free school meals; this is below average. Children enter school with levels of attainment which are below average for the local education authority.

HOW GOOD THE SCHOOL IS

Taking into consideration below-average levels of attainment on entry and that pupils make good progress in attaining average or above average standards by the time they leave the school Cawston Primary School is an effective school. Pupils' personal development and relationships are the outstanding strengths of the school. The good quality of teaching and the high quality of relationships between staff and pupils contribute to this particular strength. In addition good teaching enables pupils to be very positive in their learning and allows them to make good progress as they move up through the school. The school provides good value for money.

What the school does well

- Standards in science are very good across the school.
- In Key Stage 1 standards in writing and mathematics are good. In Key Stage 2 standards in English and mathematics are improving.
- The quality of teaching is good and has a positive effect on pupils' learning and progress.
- Pupils show very good attitudes to school.
- The provision for pupils' personal development is good.
- The leadership and management of the school are good.
- The school makes very good provision for the care of its pupils.

What could be improved

- Pupils' library and reference skills, including reading for information, need to be developed.
- Individual education plans for pupils with special educational needs require more precise targets.
- There needs to be more planned provision for pupils' multi-cultural development.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in March 1996, when it was placed into special measures. A subsequent report by Her Majesty's Inspectors (HMI) in November 1997 took the school out of special measures. Inspection findings confirm that the school has made very good progress in addressing the key issues identified in 1996 and further good progress since the 1997 inspection. The quality of teaching has improved significantly and there is now no unsatisfactory teaching. Pupils' make good use of their literacy skills, particularly writing to support their learning across the curriculum, especially in science. The management of the curriculum has improved and good monitoring systems are now in place which contribute to good progress and improving standards. In English, mathematics and science there has been a marked improvement in standards. The assessment of pupils' work is now effective and is clearly linked to planning for the differing learning needs of pupils, especially within mixed age classes. Expectations of what pupils can do have been raised and this is reflected in the high quality of pupils' presentation of work and in improving standards. The headteacher, senior staff and governors have improved the efficiency of the school, including the setting and monitoring of the budget.

STANDARDS

The table shows the standards achieved by 11-year-olds, based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	B	D	E
Mathematics	A	A	E	E
Science	A	B	E	E

Key

well above average A
 above average B
 average C
 below average D
 well below average E

This table shows the average points score achieved by pupils and includes those who achieved the expected Level 4 or above in the National Curriculum assessments and those achieving the higher Level 5. In addition it includes those who achieved Level 3 or below. Similar schools are those with more than 8 per cent and up to 20 per cent of pupils entitled to free school meals.

The school's results in 1999 were affected by 47 per cent of the pupils in Year 6 being on the school's register of special educational needs, including three with statements of special educational need.

Inspection findings are that for the current group of pupils in Year 6 standards are well above average in science. In English and mathematics standards are average. Pupils use and apply their literacy and numeracy skills successfully across the curriculum, with particular strengths in science.

By the end of Key Stage 1 standards in writing and mathematics are above average. In reading standards are average. Across the school standards in information technology meet national expectations. Standards in religious education meet the expectations of the locally agreed syllabus. In art, design and technology, geography, history, music and physical education standards meet expectations for pupils of this age.

Pupils with special educational needs make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy coming to school and they work hard in lessons. They show care and pride in the presentation of their work.
Behaviour, in and out of classrooms	Good; pupils behave well in lessons, when moving around the school and at break and lunchtimes.
Personal development and relationships	Good; relationships are very good between pupils and between pupils and all adults with whom they come into contact. Pupils have few opportunities to develop personal responsibility and initiative.
Attendance	Good; there is little unauthorised absence. Pupils are punctual and there is no significant lateness.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	Good

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

The quality of teaching is good overall and makes a positive impact on the standards achieved. During the inspection the quality of teaching was good in 56 per cent of lessons observed, including 17 per cent which were very good. In the remaining lessons the quality of teaching was satisfactory. There was no unsatisfactory teaching. There is no significant variation in the quality of teaching between the key stages.

Examples of very good teaching were seen in literacy, numeracy, science, design and technology, music and religious education. Examples of good teaching were seen across the school in most subjects.

The quality of teaching in literacy and numeracy is good. Teachers are implementing effectively the literacy and numeracy strategies, which is leading to improvements in standards.

The teaching of pupils with special educational needs is good. They receive effective support from the special educational needs co-ordinator, teachers and learning support assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; pupils receive a broad and balanced curriculum, with good opportunities to develop skills in art, music and sport.
Provision for pupils with special educational needs	Good overall, although the targets within individual education plans are not sufficiently precise.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good overall; provision for spiritual development is very good. Provision for moral and social development is good. For cultural development provision is satisfactory; there are too few planned opportunities to develop pupils' multi-cultural awareness.
How well the school cares for its pupils	The school takes very good care of its pupils; there are effective systems for monitoring pupils' personal and academic progress as they move up through the school.

The school has very good relationships with its parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher and staff work effectively as a team; there is a strong commitment to raise standards. Monitoring of the quality of teaching and pupils' learning is effective and contributes to the raising of standards.
How well the governors fulfil their responsibilities	The governing body is hard working and very supportive of the work of the school. It fulfils all of its statutory duties. The governing body has a clear picture of the strengths and weaknesses of the school.
The school's evaluation of its performance	Good; very effective management systems in place.
The strategic use of resources	Good. Teachers use resources effectively to support pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school has high expectations.• Their children make good progress at school.• Teaching is good.• Their children like school.• The school provides a range of activities outside lessons.	<ul style="list-style-type: none">• Children do not get the right amount of homework.• They are not kept well informed about progress.

Twenty-four parents attended the meeting with the registered inspector before the inspection and 82 questionnaires were returned. Inspection findings confirm the positive views of parents. In relation to homework the views expressed ranged from there being too much or too little. Inspection evidence confirms that the school makes very determined efforts to keep parents informed of their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter school with below average levels of attainment. They make good progress in the reception class and by the age of five meet the expectations of the Desirable Learning Outcomes¹ as the result of effective teaching. Children are happy, secure and confident and know the day-to-day routines of classroom and school life. Progress in reading is good, with children established successfully on the school's reading scheme. Most write their name unaided and complete simple sentences without adult help. Children read, write and order numbers to 10 with most recognising the day of the month to 31.
2. The results of the 1999 National Curriculum assessments for pupils in Year 2 were average in reading for the proportion achieving the expected Level 2² and above. In writing the results were very high and in mathematics they were above average. The proportion achieving the higher Level 3 was well above average in mathematics but below average in reading and writing. In comparison with those in similar schools³ the results for the proportion achieving Level 2 and above were average in reading, very high in writing and above average in mathematics. The proportion achieving Level 3 was well above average in mathematics but below average in reading and writing. The results of the 1999 teacher assessments for science were average for the proportion for those achieving Level 2 and above and well above average for those achieving Level 3. In comparison with those in similar schools the results were average at Level 2 and well above average at Level 3.
3. Taking the four years 1996 to 1999 together trends show standards in reading to be close to the national average with standards in writing and mathematics well above the national average. The performance of girls is much higher than that of boys in reading and writing; in mathematics there is no significant variation.
4. Inspection findings are that standards in science are well above average. In writing and mathematics standards are above average; in reading, standards are average. Pupils read confidently, recognising and correcting errors as they read. They use a range of known skills to help them tackle unfamiliar words. More-able pupils tackle unknown texts with confidence. They read a variety of texts independently and accurately with appropriate expression. Writing is used well in support of other subjects as pupils write and record their activities in other lessons. Pupils write imaginatively to tell stories and create poems. They also record facts in reports and accounts. In numeracy pupils show high standards in mental mathematics, confidently counting odd and even numbers to 30 and in twos, fives and tens forwards and backwards up to 100. In science pupils' work in investigational and experimental science is of a very high standard; they show a good understanding of predicting and carrying out 'fair tests'.
5. In information technology standards meet national expectations. Standards in religious education meet the expectations of the locally agreed syllabus. In art

¹ QCA (Qualifications and Curriculum Authority) has produced a set of 'Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education'. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning: language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development, and personal and social development.

² The national expectation is that at the end of Key Stage 1 pupils should achieve Level 2

³ Schools with more than 8 per cent and up to 20 per cent of pupils entitled to free school meals

design and technology, geography, history, music and physical education standards meet expectations for pupils of this age.

6. The results of the 1999 National Curriculum assessments for pupils in Year 6 were below the national average in English, mathematics and science for the proportion achieving the expected Level 4⁴ and above. The proportion achieving the higher Level 5 was below average in mathematics and well below average in English and science. In comparison with similar schools the results were well below average in English, mathematics and science for the proportion achieving Level 4 and above and Level 5. The school's 1999 results were affected by there being a high percentage of pupils on its register of special educational needs and the year group had many changes of teachers during the key stage.
7. Taking the four years 1996 to 1999 together trends show standards in English and science to be close to the national average with those in mathematics above the national average. Boys outperform girls in English and mathematics; in science there is no significant variation.
8. Inspection findings are that standards in science are well above average. In English and mathematics standards are average. The improvement on the school's results in 1999 is the result of good teaching, with a strong emphasis on pupils using and applying their literacy and numeracy skills across the curriculum. In English pupils are independent readers with only minor variations in their degree of fluency and accuracy. They mainly prefer to read fiction books. Pupils demonstrate an understanding of their reading using increasing perception and insight to explain the more subtle aspects of plot and character. In mathematics pupils develop good methods of working with numbers and recording, and use them with understanding. In science pupils use and apply their literacy and numeracy skills exceptionally well when they write about their investigations and experiments.
9. In information technology standards meet national expectations. Standards in religious education meet the expectations of the locally agreed syllabus. In art, design and technology, geography, history, music and physical education standards meet expectations for pupils of this age.
10. Across the school pupils with special educational needs make good progress against the targets within their individual education plans. They receive effective support from the special educational needs co-ordinator, teachers and learning support assistants.
11. The school has set realistic targets for the standards it expects to achieve in the future. It is aware that the number of pupils in any year group varies dramatically; for example, in the current Year 6 there are 10 pupils whereas in 1999 there were 30. Inspection evidence shows that the school has teaching and management systems in place that will allow it to reach its targets.
12. The previous inspection report, which put the school into special measures, judged standards to be 'below average' in English, mathematics and science. In addition standards in art, geography and history were judged to be 'below national expectations'. Raising standards in these subjects was a key issue for the school to address. Inspection evidence confirms that the school has addressed successfully this key issue and that standards have improved significantly. This is the result of improvements in the quality of teaching and curriculum provision.

⁴ The national expectation is that, at the end of Key Stage 2, pupils should achieve Level 4.

Pupils' attitudes, values and personal development

13. Pupils like the school and are eager to come to it. They display high levels of interest in their work and show very good relationships with one another. The previous report said that pupils' behaviour was 'generally good' in lessons and at lunchtime. The report by Her Majesty's Inspectors in November 1997 noted that pupils were learning to work without constant supervision from their teachers. Pupils now have very good attitudes to their learning. The National Literacy and Numeracy Strategies have created real enthusiasm for reading and mental mathematics. Pupils are very eager to learn and experiment in science. The paired reading scheme in which older and younger pupils read together helps strengthen the feeling that the school is a community. The system of awarding house points for good work and behaviour motivates pupils to do well.
14. Attendance is good. It has increased in each of the past two years. There is very little unauthorised absence. Pupils arrive punctually each morning and make a prompt, purposeful start to lessons.
15. Pupils maintain their very good attitudes to learning consistently through the day. They show keen interest in a high proportion of the lessons and sustain their concentration well. The younger pupils are particularly keen to tackle the challenge of speedy mental arithmetic at the beginning of the numeracy lessons. These pupils read regularly at home with their families and older pupils continue their reading once they have worked through the reading schemes.
16. There is very enthusiastic support for the school's many extra-curricular activities. At the end of one school day older boys played football on the school field, girls and boys practised netball in the playground and other pupils spent time in the library club. Each day a large number of pupils take part in a wide range of clubs, both after school and at lunchtimes. These include an art club, different musical groups and a variety of sports.
17. Pupils behave well in lessons, in the playground and around the school. The few pupils who have behaviour difficulties normally respond well to good, interesting teaching and do not disrupt the lessons. The school has not excluded any pupils during the year up to the present inspection or at any time in the recent past. Pupils respect their classrooms and the spacious outside environment. They keep the classrooms, the playground, the field and the garden areas free from litter.
18. The school has very good freedom from harassment and oppressive behaviour. Boys and girls work and play together well. At the pre-inspection meeting a parent expressed concern about bullying but other parents were confident that it is very rare. Pupils have a good understanding of the effect their actions have on others. They are very courteous to one another and welcoming to visitors.
19. Pupils respect other people's feelings, values and beliefs very well. They listen attentively and thoughtfully to each other's contributions in classroom discussions. They think carefully about the needs of other pupils. For example, they took great care in choosing a book from the school library when they went to visit a classmate in hospital. They study other faiths in religious education lessons and display good awareness of these faiths. There are, however, few opportunities to experience other cultures in the district around the school and this limits pupils' wider knowledge and understanding of life in multi-cultural Britain.

20. Pupils make sound use of the opportunities to develop their personal responsibility. Pupils in Year 6 serve as prefects and they lead pupils in the other Key Stage 2 classes in taking care of reception and Key Stage 1 pupils. All through the school pupils have individual responsibilities for looking after equipment and materials in their classrooms. Older pupils take the opportunities for teamwork and leadership provided by the sports activities. Many pupils work very hard for the musical performances at Christmas. In the week of the inspection pupils from Year 2 upwards were keenly preparing to take part in the school's traditional 'Maypole' dancing.
21. The very good relationships are strengthened by the fact that this is a village school and there is a very strong sense of community. Pupils work and play together very well, co-operating smoothly in lessons and extra-curricular activities. The older pupils regularly take part in paired reading with the younger children. They write their own stories for them, taking account of how to communicate with a young child. The pupils appreciate that the teachers and other adults at school are generous in arranging sports and clubs at lunchtime and after school. Relationships with adults at school are very good.

HOW WELL ARE PUPILS TAUGHT?

22. The previous inspection report judged the teaching in 75 per cent of lessons to have 'shortcomings' and 33 per cent to have 'weaknesses'. Weaknesses were: *low expectations, ineffective classroom organisation and lack of feedback to pupils about their learning*. Shortcomings were: *work not matched to abilities, work within mixed-age classes being too similar in content for all pupils, low expectations of standards and the amount of work to be covered in lessons*. The school was given the key issue to improve the quality of teaching as a result of the inspection findings.
23. Inspection evidences confirms that the quality of teaching has improved significantly since the previous inspection and from the HMI inspection which took the school out of special measures in 1997. The weakness and shortcomings identified previously are no longer evident.
24. The quality of teaching is good overall and makes a positive impact on the standards achieved. During the inspection the quality of teaching was good in 56 per cent of lessons observed, including 17 per cent which were very good. In the remaining lessons the quality of teaching was satisfactory. There was no unsatisfactory teaching. There is no significant variation in the quality of teaching between the key stages.
25. Examples of very good teaching were seen in literacy, numeracy, science, design and technology, music and religious education. Examples of good teaching were seen across the school in most subjects.
26. The teaching of the under fives in the reception class, which includes some pupils from Year 1, is satisfactory overall, with good features. Planning is good and takes into account the needs of young children. There is a strong balance of whole-class activities which are carefully matched to group, paired or individual activities for children under five. The teaching of key literacy and numeracy skills is good. Children's good progress in reading is the result of the secure teaching of phonics.
27. The teaching of literacy and numeracy is good overall. Teachers have a good awareness of the Literacy and Numeracy Strategies which they are implementing effectively. Lessons are planned well and the whole-class introduction is used

imaginatively by teachers to support pupils' learning, particularly the development of speaking and listening skills. Group work is managed well, with pupils encouraged and expected to work hard on their literacy and numeracy tasks. The plenary or final sessions are used to good effect, particularly in consolidating and assessing pupils' learning in the lesson.

28. The teaching of pupils with special educational needs is good. They receive strong support from the co-ordinator for special educational needs, teachers and learning support staff which contributes to the good progress they make.
29. In the best lessons teachers show good subject knowledge which they enthusiastically pass on to pupils. Lessons are planned well and include sharing with the class the purpose of the lesson, for example in a Key Stage 1 science lesson 'to find out if reflective strips need light to shine'. Teachers use demonstration and explanation skills effectively; for example in Year 5 where through the use of well-drawn diagrams linked to each pupil having a daffodil pupils gained good knowledge of the reproductive parts of flowers. Question and answers are encouraged, which makes a strong contribution to pupils' speaking and listening skills. In the middle part of lessons activities are planned to meet the differing learning needs of pupils, with the teacher providing effective support for the focus group. For example, in a Year 1 mathematics lesson the teacher supported the development of pupils' estimation skills well through careful questioning. Plenary or final sessions are used effectively to consolidate and assess pupils' learning in the lesson. For example, at the end of a science lesson the teacher asked "Now, what have we learned today?"
30. Relationships are good. Teachers and learning support assistants work well with groups and individuals to support learning. This encourages pupils to work effectively with each other as they respond to the good role models shown by adults. In most lessons pupils are managed well, although in Key Stage 1 teachers do not always manage pupils particularly well in physical education lessons, particularly those who are waiting their turn to use gymnastics apparatus.
31. Teachers make good use of resources, including learning support assistants and volunteer helpers. For example, during the inspection the 'lollipop lady' came in to work in Key Stage 1 to support pupils' understanding of the importance of reflective clothing. In addition the school's catering staff worked with pupils in Year 3 to support their learning in food technology through helping them to make sandwiches. Teachers use their own information technology skills well to make interesting worksheets to support pupils' learning.
32. Marking is good with teachers providing helpful and constructive comments to guide pupils' future learning. During lessons and particularly during plenary sessions teachers place a strong emphasis on assessing pupils' learning through careful questioning. Where necessary lesson plans are adapted to take into account gaps in learning identified as the result of careful day-to-day assessments. Teachers use homework effectively to support pupils' learning, for example in Key Stage 1 where pupils have regular spellings to learn as part of the development of recognising key words to aid their progress in reading.
33. As the result of good teaching pupils are motivated to learn. Throughout the school they respond particularly well to the expectation that they are in lessons to work. In addition pupils know that teachers expect them to produce the highest standards of presentation. Pupils respond well to this and the care and pride shown in their work are strong features.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

34. The curriculum for the under-fives is good and meets fully the expectations of the Desirable Learning Outcomes. Children are taught with older reception pupils and pupils from Year 1. The curriculum takes into account that the needs of the under-fives are met successfully within a mixed-age class. The previous inspection report identified 'shortcomings' in curriculum provision for mixed-age classes. The school has successfully addressed this issue in relation to the under-fives.
35. The school provides a stimulating, broad range of good quality learning opportunities. Since the last inspection it has effectively improved its curriculum by improving the quality of planning. This guides teaching effectively and ensures that work is set at appropriate levels within mixed-age classes to meet the interests, ability range and particular needs of all pupils, including those having special educational needs. An appropriate statutory curriculum is in place, which is broad and balanced and includes all National Curriculum subjects and religious education in accordance with the locally agreed syllabus. During the introduction of the National Literacy and Numeracy Strategies the school has decided not to teach the full programmes of study for the foundation subjects.
36. The school has effective strategies for teaching literacy and numeracy skills and has successfully implemented the National Literacy and Numeracy Schemes. It has placed a high priority on developing these basic skills, promoting them effectively across other subjects. For example, pupils in Years 5 and 6 use their writing skills effectively in science to record their investigations, with results accurately shown in a range of tables and graphs. The impact across the school has been improved standards of literacy and numeracy.
37. Provision for pupils having special educational needs is good, although the targets within individual education plans are not always clear and detailed. Class teachers and support staff know pupils well and ensure that their needs are met in lessons by giving them good extra help, especially in literacy and numeracy. Pupils with physical and behaviour problems also receive appropriate support. Good communication between staff, parents and where necessary outside agencies also ensures that pupils' needs are fully met. For instance, the school is providing some learning support for a pupil in hospital. The school's curriculum provides satisfactory equality of access and opportunity for all pupils to learn and make progress. It takes care to ensure that the times when pupils are withdrawn for additional support are rotated to minimise disruption to class learning. Since the last inspection an improvement has been made in ensuring that the curriculum meets the needs of higher attainers by providing challenging activities.
38. The school enriches pupils' learning well by providing a very good range of extra-curricular activities at different times outside the school day, for example a range of sports clubs, music, art and drama. All teachers, some parents and a large percentage of pupils are involved. Pupils learn to play a range of recorders, percussion instruments and, from visiting specialists, the violin and guitar. They play in the school band to a good standard, including at public concerts. Pupils in Years 5 and 6 have opportunities to go on a residential visit.
39. The provision for personal and social education, including health, drug and sex education, is good. It is carefully planned as part of the curriculum and has clearly influenced pupils' attitudes and behaviour. For example, pupils in Years 5 and 6 present a persuasive argument showing understanding about the dangers of

smoking. It effectively promotes personal effort and trying hard to do one's best and emphasises the importance of teamwork through the school's house-point system.

40. Links with the community are satisfactory and positively contribute to pupils' learning. The school contributes displays of work in the church, in local shops and to the parish magazine, developing pupils' sense of pride in their work. Pupils effectively develop an understanding of citizenship by activities such as singing carols to old people and making a harvest festival collection for the homeless. The school has good, constructive relationships with partner institutions, such as with other local schools for curriculum support and to arrange sports events. Its close links with local feeder nursery schools and playgroups ensure that pupils progress smoothly into school. They also have good relationships with the secondary school through close working links with teachers, arranging visits and transferring records appropriately.
41. The school has maintained good overall provision for pupils' personal development, including their spiritual, moral, social and cultural development, since the last inspection. It makes satisfactory provision for pupils' cultural development, good provision for their moral and social development and very good provision for their spiritual development, which has improved and is now a strength of the school.
42. Daily acts of collective worship are well planned and very effectively contribute to pupils' spiritual development. Well-chosen themes and stories enable pupils to reflect on their own and other people's beliefs. For example, two pupils offered their own prayers to the school, thanking God for giving them mums and dads. Teachers receive and highly value pupils' ideas across the whole curriculum, such as in pupils' writing and discussions in English, history, religious education and music. Pupils responded very thoughtfully to the contrasting moods of two hymns about Easter, the sadness of Mary on Jesus' death and her joy when she discovered he was alive again. Teachers very effectively encourage pupils to care about others and to show respect and tolerance towards all. By learning about festivals from other religions, for instance a Sikh festival in assembly, the school reinforces spiritual development well.
43. Teachers and other adults in school set good examples and have high expectations of manners and behaviour. They make the most of principles to reinforce moral development. Adults are kind, supportive and encouraging. They use praise well to reinforce the resulting good standards of behaviour and deal firmly, but with care, to solve any incidents of misbehaviour. Pupils from the youngest upward are effectively taught to know the difference between right and wrong and develop an understanding of honesty and truth. Values such as respect for others, property and equipment are part of the school ethos. Plentiful opportunities are provided for pupils to develop personal understanding across a range of issues. For example, pupils in Years 5 and 6 held a lively debate about whether it was right for the Ancient Greeks to use slaves, considering values such as "human life is precious".
44. The school has good relationships and pupils show loyalty to their school house team. In assembly everyone was concerned for a pupil who was in hospital and had spent his birthday there. Teachers ensure through sensitive grouping that pupils with special educational needs are fully involved in all activities. Pupils are encouraged to support and help each other well in lessons and in school events such as the Christmas concert. They appreciate each other's achievements and hold special congratulation assemblies with parents invited. Fair play and team work are taught effectively through sports, including competitive football and netball matches, through adventure activities on a residential trip for older pupils and by playing music in the school band. Pupils willingly take on extra responsibilities in the organisation of their class. All pupils in Year 6 are prefects, but opportunities for older pupils to show

initiative and take school responsibilities are limited. Pupils successfully learn about life beyond school by raising money for charity and collecting gifts for refugees.

45. The school teaches pupils satisfactorily to appreciate their own cultural traditions as well as those of other cultures. Lessons in a range of subjects and good quality after-school music, Maypole dancing and art and drama clubs contribute effectively to their cultural development. For instance, pupils admire the work of famous artists and composers, enjoy different types of music and learn in history about Ancient civilisations. Opportunities to appreciate the diversity and richness of other cultures have improved across the curriculum since the last inspection, for example through recent changes to develop learning about other faiths in religious education. However, these and experiences which reflect that they are growing up in a multi-ethnic society could be improved still further.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The previous report noted that the school had effective policies for welfare, health and safety. It said that staff were excellent role models in establishing caring and sensitive relationships. The school has maintained these strengths. However, a key issue in the report was that the school needed to improve the regular assessment of pupils and to use the data to inform its planning and match the work to the age and abilities of its pupils. The school has made significant improvement in the detail, quality and use of assessment to plan future work for pupils..
47. The school looks after pupils' welfare very well. The headteacher is the designated teacher for child protection. He has received appropriate training and regularly informs all teaching and support staff about the current requirements. Four members of staff have current first-aid certificates and deal very well with bumps and grazes. The school keeps a record of any accidental injuries.
48. The school has very good procedures for health and safety. The cleaner in charge keeps the premises clean and well maintained. She makes health and safety checks every day, carrying out minor repairs, and reports defects as they arise. The effective health and safety working group of the governing body inspects the buildings and grounds every term.
49. Educational and personal support and guidance for pupils are now of very high quality. The report by Her Majesty's Inspectors in November 1997 said that teachers were improving their skills in pitching the work at appropriately challenging levels and that they were using the results of national and standardised tests to plan lessons. Teachers keep and update very detailed records of pupils' academic achievements. The school focuses its attention particularly on English and mathematics. It has introduced a good system of giving targets to each pupil individually. Teachers know their pupils well and provide good support for personal development. The school has good procedures for promoting attendance. It correctly follows the statutory procedures for registration and record keeping. In the event of parents not explaining an absence the school secretary contacts them early on the third morning that their child is away. As a result, there is very little unexplained absence. The school closes its outside doors 10 minutes after the bell rings in the morning and any pupil arriving after that time gets a late mark in the register. This has a positive effect on punctuality and contributes to the prompt start to lessons each morning.
50. The school's very good procedures for promoting good behaviour emphasise positive praise and encouragement. Pupils win house points for good work and behaviour and also for politeness and caring for others. The school invites parents to see their

children receive certificates at “congratulations assemblies”. Each class formulates its own rules for good behaviour and displays them in the classroom. At break times a teacher and an assistant look after the playground. There are three lunchtime supervisors. Children in reception have their own designated playground area with wheeled equipment. The school arranges for them sometimes to have breaks at different times so that they can play on the climbing equipment in the main playground. The school has firm procedures for eliminating oppressive behaviour. These include strong policies to manage bullying and to encourage equal opportunities.

51. Procedures for assessing pupils’ achievements and learning are good. They are much more rigorous than at the time of the last inspection. The school supplements the statutory national tests for pupils at the end of Key Stages 1 and 2 with optional tests in the other years. Teachers keep detailed records, especially of pupils’ work in English and mathematics. They set targets in these subjects for pupils individually each half term. Pupils keep their targets in their “book bags”, providing a useful reminder for themselves and their parents. Teachers use the information to review the progress of the whole class at frequent intervals. Where necessary they modify their planning of how and what they are to teach.
52. The school makes very good provision for its pupils with statements of special educational need. Pupils make good progress towards the targets set in their individual education plans. The co-ordinator for special educational needs, working with the class teacher, ensures that these plans contain very detailed comments on each pupil’s needs. The school reviews these plans regularly. It meets the requirements of the Code of Practice⁵ and invites parents’ full participation. However, the school does not match this high standard in the individual education plans of pupils who do not have statements of special educational need.
53. The school has good procedures for pupils’ personal development. As at the time of the previous inspection teachers and other adults continue to provide excellent role models of friendship and fairness. Pupils in Year 6 serve as prefects and most take the opportunity to look after the younger children in the playground. Pupils keep a scrapbook of the things they do at school that make them proud. The scrapbooks cover a very wide range from certificates for swimming and good behaviour to one-off pieces of writing and artwork. Pupils gain confidence and maturity from their successes in the wide range of sports at school and especially in their singing, acting and dancing in the Christmas production and for the local community at other times of the year.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The previous inspection reported that many parents were active in school life and that the school kept parents well informed. Parents have a very high regard for the school. They say the school focuses on learning far more than at the time of the previous inspection. They feel it is increasingly successful in helping their children achieve, despite the fall in Key Stage 2 national results last year. Parents are pleased with the school’s “open door” policy. Parents recognise especially that the staff are friendly, approachable and look after the children very well.

⁵ Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

55. The school's very good links with parents have a positive effect on their children's learning. Every term the school holds consultation meetings where parents discuss their children's progress with the class teacher. A large number of parents come to these meetings. The school sets personal targets in English and mathematics for each child, sending the targets home with the homework. It uses a homework record and a home-school link book. The school invites parents to the "congratulations assemblies" where pupils receive awards and certificates for good work and behaviour. Many parents take this opportunity to see what is happening in school. Parents and other people in the community give active support to the friends' association, which raises funds effectively. Pupils take an active part in organising activities and at last year's summer fete came up with the idea of a litter-picking race.
56. The school provides very good information for parents. The annual reports on their children are of very high quality. Teachers write individual comments for each pupil. They describe in detail what the child is achieving in English and mathematics and give good broad coverage in the other subjects. Each report sets targets for future improvement. Class teachers regularly send a letter outlining what their pupils will be studying. The school sends regular newsletters giving information about events at school.
57. Parents contribute very well to their children's learning at home and at school. About 10 parents regularly come into the classes to hear children read, to support literacy and numeracy groups and to help with computing, design and technology and other activities. Other parents bring specific expertise. For example, a father with a worldwide reputation in martial arts introduced pupils to the lifestyle and beliefs of the Far East. Parents join educational visits and other activities. Parents of the younger pupils hear them read frequently at home and some continue to hear reading in the later years. In Key Stage 2 parents say that their children are getting a good quantity of homework and that teachers often set it in a fun way. They welcome the fact that homework increases in Years 5 and 6 as this prepares their children for senior school so that it will not be too much of a culture shock.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The school has improved since the last inspection and the overall quality of leadership and management is now good. The headteacher provides good leadership which is firmly committed to raising standards within the school. He has a clear vision for improvement and his influence is effective and supportive. The headteacher and deputy headteacher work well together and there is a well-established pattern of regular meetings involving staff and governors in various capacities which ensures that the senior managers are well informed about the functioning of the school. A clear set of aims and values has been established which all staff pursue with a common sense of purpose. The quality of working relationships is very good. A strong spirit of teamwork exists and staff work very well together in a shared commitment to improvement and raising standards. As a result, the school is successful in providing a secure and effective learning environment which is supportive of the needs of all pupils.
59. The governing body fulfils statutory duties. There are good working links between the school and the governors, built on trust and confidence. The headteacher and the chairman of the governors are both committed to collaborative efforts on behalf of the school. The governing body meets regularly and proceedings are managed efficiently and effectively. Suitably appointed sub-committees oversee specific functions of the school and, in addition, task groups are commissioned as required to pursue specific goals. The governing body maintains a good strategic overview of

the work of the school and is fully involved in the formulation of school policy. The headteacher and others provide detailed information which assists the governors to take an informed view in considering the school's proposals. Specific governors hold responsibility for particular subject areas. They show a keen interest in the work of the school and make regular visits for both scheduled and non-specific purposes. Such visits give good first-hand experience of the school at work and provide valuable insights when reported back to the main governing body. The governors recently carried out a self-audit of the effectiveness of the governing body, the findings of which identify priorities and help formulate planning which will ultimately create a development plan for the governing body.

60. The governing body monitors the progress of the school development plan and produces an annual management review. The governors' ability to objectively analyse and compare the school's results is now enhanced by good quality independent information provided by the local education authority. Helpful reports from key members of staff and the literacy and numeracy governors enable the governing body to examine target-setting proposals and subsequently to analyse performance relative to the targets set by the school. The chairman is involved with the 'County Governor Support Unit' and is thus able to bring to the attention of other governors a knowledge and awareness of the functioning of governing bodies across a broad spectrum of schools.
61. The school development plan informs budget proposals and the governors through the planning and finance task group and ultimately the full governing body rigorously scrutinises budget proposals and other spending plans prior to acceptance. There is no monitoring of the impact of spending patterns on raising standards other than by using anecdotal evidence, which is perceived to be positive.
62. The governing body is wisely looking to the future and has created a development task group which aims to secure extra funding and support for a variety of initiatives which would add value to what the school is already providing. One such venture is due to start next term and intends to attract parents to school to undertake a variety of learning activities. At the end of the school day their children will join them to continue in shared activities. Lifelong learning opportunities using the school's information technology facilities and 'holiday' and 'breakfast' clubs are further areas currently under consideration for potential exploitation. Additional opportunities involving joint projects with other governing bodies within the federation of schools which serve Reepham High School Specialist Technology College are being pursued with the overriding intention of expanding the role of Cawston School within the community it serves.
63. The school has responded positively to national initiatives. The co-ordinators for literacy and numeracy are providing good leadership in maintaining regular and effective monitoring of planning, teaching and learning. Core subject co-ordinators are released from class in order to monitor teaching and learning during lessons. In addition the headteacher and deputy headteacher regularly teach and thus gain significant insights into standards and progress. Teaching is also monitored by local education authority advisers who provide written reports to the school. Such evaluations offer to the headteacher external knowledge of the strengths and weaknesses of teaching and learning. Other subject areas have not shared the same priorities as English, mathematics and science and as a consequence monitoring is less rigorous, although the co-ordinators do exercise oversight of curriculum and lesson planning.

64. The school has an effective system of assessment using a variety of measures of achievement. Attainment by individuals and in groups is carefully monitored and progress is conscientiously recorded in great detail. Senior managers regularly evaluate assessment information and aims and targets are derived from the findings.
65. The day-to-day organisation and administration run smoothly and support the aims of the school. This enables the headteacher and others to focus on educational priorities and meeting the needs of pupils. New computer equipment for school administration has been delivered but not yet set up. The school secretary will attend training sessions before the system becomes operational.
66. Procedures for ordering goods or supplies are appropriate and the school uses benchmark comparisons to ensure best value spending. There is an efficient system to record all transactions which allows the process of an order to be tracked from bid to payment. Arrangements for the signing of cheques are secure. Financial management is sound. Spending patterns mirror the intentions of the school development plan. Finances are maintained in good order and the management of the budget is kept under review by the chair of the planning and finance task group. At present the school makes no arrangement to keep key budget information off site overnight. The findings of the most recent audit have been implemented and there are no outstanding items. Non-official funds are managed and audited with the same degree of rigour as official funds. The governors have a clear strategic view of future budget implications, for example of the return of the present teacher who is currently on secondment but due to return at the start of the next academic year.
67. The school ensures that all grants for special purposes are spent within the requirements of the allocation. In the recent past literacy and numeracy have absorbed the lion's share of time available for staff development and the headteacher plans to implement a more equitable system to allow teachers access to professional development in other areas identified as school priorities.
68. The headteacher, with the support and involvement of the deputy headteacher, currently conducts an informal system of appraisal with all class teachers. The chair and vice chair of governors have responsibility for supervising the performance of the senior members of staff. The school has successfully provided for the induction of the newly qualified teachers who recently joined the staff.
69. The teaching staff have appropriate qualifications and are effectively deployed to meet the needs of the class organisation and the curriculum. The school employs a large number of well-trained support staff who are used effectively in support of pupils. There are a few occasions, for example during the class teaching sessions of the literacy hour, when helpers are passively listening rather than actively supporting pupils during their learning.
70. Resources are sufficient to support the planned curriculum with the exception of equipment for information technology. The resources for learning are stored purposefully and are readily accessible when required and consumables are economically managed. The school has spent wisely to support literacy and numeracy in recent years and is now in a position to consider augmentation of the resources available to support other subjects, especially information technology.
71. Accommodation is sufficient for the needs of the curriculum. The buildings are in a sound state of repair and decoration. Attractive displays of pupils' work add to the bright and purposeful atmosphere of the school's interior. The school grounds are extensive and attractively set out with play and learning areas which offer positive

support for the planned curriculum. Buildings are well maintained and kept clean and tidy by a conscientious caretaking staff.

72. Taking into account the improvements achieved since the last inspection, pupils' very good attitudes to school, the good quality of leadership and management and the high degree of care which staff show towards the pupils, the school can be said to give good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. To raise standards and improve the quality of education the headteacher, staff and governors should:
- (1) improve pupils' library and reference skills, including the use of reading for information, by providing them with regular teaching of library skills and maximising the use of the recently refurbished library; (paragraph 90)
 - (2) ensure that individual education plans for pupils with special educational needs have precise and detailed targets; (paragraphs 37 and 52)
 - (3) provide more planned opportunities within the curriculum to develop pupils' multi-cultural awareness. (paragraphs 45 and 155)

In addition the governing body may wish to include the following in its action plan:

ensure that physical education lessons start with a warm-up and end with a cool-down. Ensure that teachers are aware of the safety implications of pupils who are waiting to take their turn on the apparatus. (paragraphs 30 and 153)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	17	39	44	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		128
Number of full-time pupils eligible for free school meals		14

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		35

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	12.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	10	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	12	12
	Girls	9	10	9
	Total	19	22	21
Percentage of pupils at NC level 2 or above	School	86 (55)	100 (85)	95 (80)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	11
	Girls	9	9	9
	Total	21	21	20
Percentage of pupils at NC level 2 or above	School	95 (85)	95 (85)	91 (80)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	16	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	10
	Girls	12	9	12
	Total	20	18	22
Percentage of pupils at NC level 4 or above	School	67 (65)	60 (61)	73 (65)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	10
	Girls	10	9	7
	Total	18	17	17
Percentage of pupils at NC level 4 or above	School	60 (65)	57 (65)	57 (70)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	128
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.3
Number of pupils per qualified teacher	20
Average class size	25.6

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	99

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	[]
Number of pupils per qualified teacher	[]

Total number of education support staff	[]
Total aggregate hours worked per week	[]

Number of pupils per FTE adult	[]
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FTE means full-time equivalent.

Financial information

Financial year	98/99
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	£
Total income	253,482
Total expenditure	250,314
Expenditure per pupil	1,869
Balance brought forward from previous year	7,279
Balance carried forward to next year	10,447

Results of the survey of parents and carers

Questionnaire return rate 64%

Number of questionnaires sent out	128
Number of questionnaires returned	82

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	46	6	2	1
My child is making good progress in school.	43	55	1	0	1
Behaviour in the school is good.	34	56	6	2	2
My child gets the right amount of work to do at home.	28	57	10	1	4
The teaching is good.	54	38	4	0	4
I am kept well informed about how my child is getting on.	40	46	12	1	1
I would feel comfortable about approaching the school with questions or a problem.	66	25	6	2	1
The school expects my child to work hard and achieve his or her best.	53	46	1	0	0
The school works closely with parents.	35	50	7	2	6
The school is well led and managed.	43	46	5	4	2
The school is helping my child become mature and responsible.	43	44	6	1	6
The school provides an interesting range of activities outside lessons.	44	48	5	1	2

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

74. Children are assessed on entry to school and the results show that attainment is below the average for the local education authority. Children make good progress in the reception class and by the age of five meet the expectations of the Desirable Learning Outcomes.
75. Progress in personal and social development is good. Children settle quickly into the day-to-day routines of the school and are happy, secure and confident within their class. They understand the importance of being ready to listen to their teacher. In lessons they work well independently and in pairs or small groups. They relate well to all adults and to each other, including older reception and Year 1 pupils in their class. Children are helpful and co-operative in tidying up at the end of lessons.
76. In language and literacy progress is good. Children listen attentively and they are willing and keen to answer questions, for example during 'Show and Tell' where they have the confidence to stand in front of the class and talk about things they bring from home. Children make good progress in reading and are well established on the school's reading scheme. They show a good understanding of letter sounds and the importance of picture clues when reading unfamiliar words. Children make good progress in learning their key words. They write their names unaided and most write simple sentences without the help of an adult, for example when writing about the differences between night and day.
77. Children make good progress in their mathematical understanding. They read, write and order numbers to 10 and are successful in counting in twos from zero to 10 and back again. Most read numbers to 31 when the teacher shares with the class the date, the day of the week and the month. Children recognise and name accurately common two-dimensional shapes, including squares, rectangles, triangles and circles. In work on measures they understand 'taller than' and 'shorter than'.
78. Progress in knowledge and understanding of the world is good. In science children develop a good understanding of the concepts of night and day and know, for example, "It is dark when there is no sun". They are confident in the use of the computer and show good skills in the use of the mouse and keyboard. Children have good opportunities to use small and large construction kits to make models. In addition they use recycled materials and textiles to make puppets. Children develop an understanding of chronology through sequencing pictures of people of different ages from babies to grandparents. They enjoy discussing and comparing old and new toys. Pupils develop map skills well in their drawing of the route they take from home to school.
79. Children make good progress in their physical development. They join with the older pupils in the class for physical education lessons but they have a daily opportunity for outdoor play. In lessons children show a good awareness of space as they run around the hall, with a few changing the direction of travel. They are confident in climbing on and jumping off the large apparatus. In outdoor play children show good skills and confidence in using the adventure playground.
80. In creative development progress is good. Children use a good range of media to create imaginative work in two and three dimensions. In music children clap

accurately the rhythms to their favourite foods for example 'spaghetti'. They enjoy playing a range of musical instruments and show good control.

81. The teaching of the under-fives is satisfactory overall. Strengths include good teaching of key literacy and numeracy skills. Children are taught successfully the importance of letter sounds, which contributes significantly to good progress made in reading. Lessons are planned effectively with a good balance of activities which the under-fives can join in with reception and Year 1 pupils. In addition activities are planned for the under-fives which are adult-led or chosen by the children themselves. Good use is made of the learning support assistant. The management of children is good overall, although in physical education lessons noise levels are too high.

ENGLISH

82. The results of the 1999 National Curriculum assessments for pupils in Year 2 were average in reading for the proportion achieving the expected Level 2 and above. In writing the results were very high. The proportion achieving the higher Level 3 was below average in reading and writing. In comparison with those in similar schools the results for the proportion achieving Level 2 and above were average in reading and very high in writing.
83. The results of the 1999 National Curriculum assessments for pupils in Year 6 were below the national average for the proportion achieving the expected Level 4 and above. The proportion achieving the higher Level 5 was well below average. In comparison with those in similar schools the results were well below average for the proportion achieving Level 4 and above and those achieving Level 5. The school's 1999 results were affected by there being a high percentage of pupils on the school's register of special educational needs.
84. Inspection findings are that overall standards in English are in line with national expectations. In Key Stage 1 standards are close to the national average in reading and above the national average in writing. In Key Stage 2 standards are close to national expectations in both reading and writing.
85. Since the previous inspection the school has worked hard to improve the standards of attainment in English. Better curriculum management, detailed, careful lesson planning with focused teaching during the literacy hour and better use of assessment information have made a significant contribution to improving standards.
86. Levels of attainment in speaking and listening are in line with expectations in both key stages. In Key Stage 1 all pupils are given a wide range of opportunities to develop their speaking and listening skills. In lessons they talk about events and incidents in their experience and about their learning activities. They learn to express their own opinions in simple terms. They learn the conventions of polite discourse such as not to interrupt when someone else is speaking. Teachers use good knowledge of individuals to encourage and coax those who are reluctant to speak. Pupils learn to listen attentively to their teachers and to each other. They show polite respect for what others have to say. They listen to and follow instructions and directions. They are good at listening during special events, such as in assembly. Pupils make sound progress in developing their confidence to speak clearly and confidently in order to explain their thinking or develop their ideas.
87. In Key Stage 2 pupils continue to develop their speaking and listening skills. Most pupils willingly participate in class discussions. They are eager to answer questions and willing to consider the views and opinions they hear from others. In practical

learning activities pupils engage in purposeful discussion such as when they consider with a partner how to turn an electrical circuit into a security alarm. Contributions to class discussions are thoughtful and reflective. Pupils show confidence in addressing a larger audience, for example during a school assembly. By the end of the key stage pupils speak confidently and clearly, showing an increased awareness of the need to suit style and vocabulary to their intended audience. They are capable of using their skills to produce fluent, well-organised speech, for example in debating the issues relating to the abolition of slavery in ancient Greece. Having been invited to select a particular point of view, they use role-play to demonstrate persuasive speech. By their responses others show that they have been following the argument and are influenced by what they hear.

88. Levels of attainment in reading are in line with national expectations in Key Stage 1. From their earliest time in school pupils receive a good introduction to the world of books. They learn to handle books respectfully and are rapidly established on a structured reading scheme. They are enthusiastic when talking about pictures and stories and quickly learn to recognise familiar words. Reading is taught consistently throughout the key stage and all pupils are given regular opportunities to practise with their teacher and read aloud in a group. Pupils learn a range of phonic skills and other strategies to help them tackle words they have not met before. Progress in reading is good and by the end of the key stage even the less secure readers although hesitant are keen to read and are gaining the necessary phonic and associated skills to support their progress. Most pupils read confidently, recognising and correcting errors as they do so. They use a range of known skills to help them tackle unfamiliar words. The more-able pupils tackle unknown texts with confidence. They read a variety of texts independently and accurately with appropriate expression. They show that they understand the main features of what they have read and discuss enthusiastically the variety of characters and plots.
89. In Key Stage 2 attainment in reading is in line with the national expectation. All pupils make good use of reading opportunities and enjoy a wider range of fiction and non-fiction scripts. Class reading and group activities during the literacy hour help to extend word study and develop understanding of more complex texts. By Year 4 most pupils read a variety of books fluently and accurately. They engage in knowledgeable discussion about what they have read, showing understanding of meaning, expressing preferences and giving reasons for their choice. Pupils know the function of the contents and index in reference books and find information using their knowledge of the significance of alphabetical order. By the end of the key stage pupils are independent readers with only minor variations in their degree of fluency and accuracy. They mainly prefer to read fiction books. Pupils demonstrate an understanding of their reading using increasing perception and insight to explain the more subtle aspects of plot and character. They make reference to the text to support their opinions and the best readers use skimming and scanning to locate quickly salient features which illustrate their views. They confidently offer critical evaluation of a variety of books, referring to the styles of authors within particular genres. They all identify aspects of information retrieval through their knowledge of library conventions including for some numerical classification and index referencing. They know how to find and extract selected factual information using a variety of sources. Pupils are encouraged to maintain their own reading diaries and reading journals.
90. Throughout the school, pupils are enthusiastic about reading and eagerly demonstrate their skill. However, reading for research and information gathering is not so well developed. Although many pupils do have the appropriate reading skills and know how to use reference books they have few planned opportunities to

retrieve and collect information to aid their studies. The library provision and organisation are currently under review following minor structural improvement and reorganisation. Once this is completed and the planned improvements to make the classification and labelling systems clearer and more helpful are in place opportunities for research and independent learning can be better exploited. Information technology is not used consistently to support pupils' research and investigation.

91. Writing standards by the end of Key Stage 1 are above the national expectation and progress is good, including that of pupils with special educational needs. From the beginning of their time in school pupils are taught the early writing skills and are encouraged to record and write for a variety of purposes. They copy their name and writing patterns, they copy individual words previously written by an adult, they make up stories and they record the events in their life. As their expertise develops they learn about letter formation, spelling and simple punctuation and extend their ability to write in sentences. Writing is used well in support of other subjects as pupils write and record their activities in other lessons, for example in science. Pupils write imaginatively to tell stories and create poems. They also record facts in reports and accounts of, for example, the results of scientific investigations. Work in the literacy hour frequently includes comprehension activities which reinforce the links between reading and writing. The work in books shows good progress over time in both the quality and content of the writing and by the end of the key stage the majority of pupils write legibly in sentence form using capital letters and full stops accurately for most of the time. More-able pupils extend their ideas to produce neatly written work using more complex sentences often containing commas and question marks, which shows an increasing range of style and interesting vocabulary. Some of this work includes dialogue which is frequently marked by accurate punctuation.
92. In Key Stage 2 standards in writing have improved since the previous inspection and are now in line with national expectations. As they progress through the key stage pupils continue to develop their writing skills through a wide variety of suitably planned activities. They write lively and imaginative stories and factual accounts of their experiences. They also learn to express feelings, for example in the sensitive reflections of their life so far in "Millennium Memories" by pupils in the Years 5/6 class. Pupils learn about grammar and how words can be used, as conjunctions to join sentences, as adjectives to describe the rocks they have drawn in art and as imperative verbs in instructions. They learn how writing can take different forms such as bullet points and lists for different purposes. Writing is rehearsed in other areas of the curriculum such as stylised newspaper articles based on Victorian history or the instructions for "How to make a mummy." By the end of the key stage writing skills are well developed and pupils confidently use their skills in a variety of interesting ways with a sense of purpose and a high degree of technical accuracy, for example to examine the poems 'The Tyger' by W. Blake and 'Tiger' by L. Norris and record similarities and differences. Pupils have fewer opportunities to focus on sustained writing in order to further extend their writing expertise to include planning and organising their own work. Similarly, critical evaluation skills relating to planning, drafting and editing their own work and that of their peers are not developed as effectively as other areas of writing.
93. In both key stages pupils are made aware of the need for continued development of good handwriting skills and the importance of correct spelling and punctuation. Pupils are taught correct letter formations and they regularly practise their handwriting. The literacy hour provides good opportunities for word study and spelling activities. In addition pupils learn the regular rules of spelling and show progress in acquiring knowledge of the more complex spelling patterns and

conventions. Standards of presentation are high and pupils strive hard to produce their best work.

94. Boys and girls in both key stages have positive attitudes to their work in English. They behave well in lessons and work on the tasks they are given with sustained concentration. They listen carefully to their teacher and eagerly respond to questions and challenges presented. Pupils co-operate well when working together. They accept with respect the responses and opinions of their classmates. They write willingly and with enthusiasm, keen to share their ideas with others. They handle books and other material with suitable care. The change from class to group activities is carried out in a swift and sensible manner which enables pupils to settle quickly to their next learning task without prolonged disruption.
95. The quality of teaching is sound and in half of the lesson observed teaching was good or better. Lessons are planned and prepared in great detail. Teachers have clear objectives and high expectations which are carefully matched to pupils' abilities. The accurate match of task to ability ensures that pupils can undertake the activity with a satisfying level of success. Classroom organisation is good and lessons proceed at a brisk pace. Teachers have a variety of questioning techniques which they use well to help all pupils to participate in developing their ideas and understanding. The final sessions of the literacy hour are used well to check on levels of learning and to summarise and reinforce key features of teaching. Teachers know their pupils well and positive and purposeful relationships are maintained during lessons. This encourages the good behaviour of pupils, which in turn has a favourable impact on their learning.
96. The marking of pupils' work is regular and conscientious. Positive comments are supportive and the best examples inform pupils of what they need to do to improve. Teachers maintain detailed records of progress and attainment, which are regularly updated and include samples of work assessed to National Curriculum outcomes. Assessment information is used to identify targets which are then set for individuals. Teachers undertake some joint moderation of pupils' work and the school portfolio of evidence contributes to the accuracy of end of key stage teacher assessment.
97. The English co-ordinator is effective in bringing about improvement. She has good subject knowledge and is able to support and advise other colleagues. The curriculum is carefully documented and offers good support for class teachers. Monitoring of teaching is a good feature of the development which is providing additional management information on how standards are improving. The analysis of attainment results in English is becoming more secure and is helping to create learning targets and identify areas for future action.
98. Resources for English are satisfactory. The school has made wise purchases of books to support the literacy hour. The books are of good quality and are an easily accessible resource. The range of fiction and non-fiction books is suitable and the books are in good condition overall. Although there is a system of classification the library organisation is not fully supportive of the development of independent study skills.

MATHEMATICS

99. Pupils' standards of attainment at the end of Key Stage 1 are above the national average with a higher than expected number of pupils attaining levels well above the national average. This is a good improvement since the last inspection. Results of the 1999 national tests at the end of Key Stage 1 show that pupils' standards were well above the national average and well above the average for similar schools. Standards have steadily improved over the past four years with results consistently well above the national level. In 1999 nearly half of the pupils reached the higher Level 3, which was very high in comparison with the national average. There was no difference in the performance of boys and girls, which was well above average for both groups.
100. Evidence from the inspection confirms these high standards at Key Stage 1. Pupils in Year 2 are on target to achieve standards in line with the 1999 results. They show high standards in mental mathematics, confidently counting odd and even numbers to 30 and in twos, fives and tens forwards and backwards up to 100. The enthusiasm of pupils throughout the key stage is obvious. Pupils in Year 2 calculate accurately, both mentally and in writing and understand, for example, that doubles and halves are inverse operations. They apply their knowledge of numbers and shapes well to solve practical problems and confidently explain their thinking. For instance, pupils in Years 1 and 2 drew their own shape picture on the computer and accurately described the shapes they used, such as "a tree with a pentagon for the top and a rectangle for the trunk".
101. All pupils at Key Stage 1 make good progress in all aspects of mathematics. They take a pride in their developing ability to record work in their books. Teachers plan work carefully to meet the different needs of pupils. Pupils with special educational needs receive good quality extra support which enables them to fully join in whole-class work and guides them well during group work. Learning is fun, reception and Year 1 pupils enthusiastically compare measures and find someone who is "taller", "shorter" or "the same as" another.
102. Pupils' standards at the end of Key Stage 2 meet the national average, an improvement since the last inspection. The results of the 1999 national tests for pupils aged 11 show that their results were well below the national average and well below the average for similar schools. This was because the year group had a higher proportion of pupils with special educational needs than usual and had many changes of teachers during the key stage. Standards over the past four years are not consistent. They improved from 1996 to 1997 but then declined for two years, reflecting the differing attainment levels of year groups of pupils. Boys have performed consistently better than girls with an above average performance over time whereas that of girls was close to the national average. The school has set a realistic attainment target for the end of Key Stage 2 for 2000 based on the increasing range of assessment information collected as pupils progress through the school. The present small Year 6 class is progressing well and is on line to achieve the target, which is above the national average and 20 per cent higher than last year's target.
103. At Key Stage 2 pupils make at least satisfactory progress over time and a significant number make good progress. Pupils with special educational needs continue to be well supported. For example, during whole-class introductions to mental mathematics, support staff carefully monitor a group of lower-attaining pupils. They discreetly help them to understand using extra aids such as a number line, enabling them to make good progress and fully take part in the activity. Pupils develop flexible and effective methods of working with numbers and recording and use them with

understanding. This is because of the encouragement teachers give them to explain their mental methods, with other pupils being challenged to think of different ways. For example, in a Years 5/6 class pupils added two-, three-, and then four-digit numbers by partitioning them into place value lines. The lesson ended with a game to see whether it was quicker to calculate the answer mentally or write down a sum. Pupils soon decided that this was unfair on the one being asked to write.

104. Pupils use their skills of numeracy well across many areas of the curriculum. For example, a Year 3 pupil rapidly calculated his house points, $78 + 29 = 107$, to confirm that he had achieved over 100 and qualified for a silver award. In science a Year 6 pupil plotted points on a graph, compared data to show sunrise and sunset times and deduced that in summer the day is longer.
105. Very good planning by teachers throughout the school has made a significant impact on pupils' learning. Teachers share clear learning aims for lessons with pupils, who quickly write the aim in their books. At the end of lessons teachers check whether pupils have been successful in achieving the aim or whether more practice is required to develop understanding. Group work is carefully structured with a range of meaningful activities so that all pupils are effectively challenged in mixed-age classes. Occasionally the more-able, older pupils in the class could be stretched even further at an earlier stage in a topic.
106. The quality of teaching is good overall with teaching in Years 2 and 6 being very good. Teachers consistently set high expectations for work, behaviour and presentation, which have effectively raised standards and are an improvement since the last inspection. Teachers have very good relationships with their pupils, giving them the confidence to tackle new work successfully and have a go at answering questions. Teachers use questions effectively and are skilled at varying them to challenge pupils' understanding. For instance, in Year 4 the teacher drew a rectangle divided into 12 squares and asked one pupil to colour in a twelfth and another a quarter, which led her to realise that not all pupils had understood that three twelfths were equivalent to one quarter. A strength of teaching throughout the school is the use of interesting methods and resources so that pupils really enjoy maths. For example, pupils eagerly use individual sets of number fans or cards to display answers in whole-class work and computers are used well to draw graphs. Teachers all have a stimulating mathematics display in their rooms to support and encourage learning. Less effective teaching occurs when the pace of learning is not brisk enough to maintain pupils' interest and their attention starts to wander.
107. The school shows high levels of commitment to achieve its target of improving the standards of mathematics as a priority this year. It monitors the effectiveness of its methods well. For instance, it has recently reviewed and changed its grouping of pupils from sets to whole-class teaching as recommended by an adviser. By being well prepared and through the enthusiasm of teachers it has successfully implemented the National Numeracy Strategy. This has improved coverage of all areas of mathematics, including areas that the school through its analysis of test results had realised needed extra attention, such as data handling. Assessment is used well by the school to monitor standards and progress. Besides regular testing at the end of topics and the use of national tests the school makes very effective use of clear, individual targets set on a termly basis on cards sent home to parents. This promotes learning well with a focus on improving numeracy skills. Homework also enhances pupils' learning but its use is not always consistently planned.

SCIENCE

108. The results of the 1999 National Curriculum teacher assessments for pupils in Year 2 were average for the proportion achieving the expected Level 2 and above but well above average for those achieving Level 3. In comparison with those in similar schools the results were average for those achieving Level 2 and above but well above average for those achieving Level 3. Inspection findings show that standards are well above average. Improvement is the result of good teaching linked to a very strong emphasis on experimental and investigative science.
109. The results of the 1999 National Curriculum assessments for pupils in Year 6 were below the national average for the proportion achieving Level 4 and above and well below average for those achieving Level 5. In comparison with those in similar schools the results were below average for those achieving Level 4 and above and for those achieving the higher Level 5. The school's results in 1999 were affected by the high percentage of pupils on the school's register of special educational needs. Inspection findings show that standards are well above average. Improvement is the result of effective teaching with a strong emphasis on pupils' developing good skills in experimental and investigative science.
110. The previous inspection report judged standards to be 'below average' in both key stages. This resulted in the key issue to raise standards in science. The school has made significant progress in raising standards; pupils' work in science and the quality of teaching are now strengths of the school.
111. Pupils use and apply their literacy and numeracy skills particularly well. The recording of the results of scientific investigations is of a high quality, including the use of charts, tables and diagrams. Pupils use their numeracy skills well in drawing well labelled and accurately constructed graphs to show the results of tests and experiments.
112. Progress in investigational and experimental science is very good and a strong feature of pupils' work. By the end of Year 2 pupils use prediction skills well in an investigation into waterproofing. They show a good understanding of the importance of carrying out a 'fair test' when conducting experiments. By the end of Year 6 pupils show a clear understanding of what happens when solids are added to water, including the factors which affect the amount of solid which will dissolve in water. They show a strong awareness of the importance of testing their hypotheses.
113. Pupils make very good progress in their understanding of life processes and living things. By the end of Year 2 they show a good knowledge of what humans need in order to stay alive, including the importance of a balanced diet. They recognise and name different types of teeth and know the importance of healthy teeth and the reasons for tooth decay. By Year 4 pupils explain clearly why we need bones, which is linked to a good knowledge of creatures without bones. Pupils explain clearly the function of muscles within the human body. By Year 6 pupils identify and name accurately the major internal organs of the human body. They understand the effects of exercise on the body and link this to lung capacity. Pupils know and explain photosynthesis and understand the importance of seed dispersal and germination.
114. In work on materials and their properties progress is very good. By the end of Year 2 pupils accurately sort and classify materials by their properties, for example 'wood', 'metal', 'glass' and 'plastic'. By Year 4 pupils explain well the differences between solids and liquids, including solids which change into liquids. By Year 6 pupils show good knowledge of mixing and separating materials. They know that materials are

classified as solids, liquids and gases. Pupils explain the causes of evaporation and condensation clearly.

115. Progress in the understanding of physical processes is very good. By the end of Year 2 pupils know that magnets repel and attract and are confident in predicting which materials are magnetic and non-magnetic. By the end of Year 4, pupils understand and explain clearly the terms 'friction' and 'gravity'. They understand the dangers of electricity and know how to complete an electric circuit which includes switches. Pupils know and explain well insulators and conductors. By the end of Year 6 pupils show a good knowledge of the phases of the moon. They know the factors which affect the size, shape and direction of shadows. In work on electricity they understand the term 'resistor' through investigations involving lead and foil.
116. The teaching of science is good and makes a significant impact on the standards achieved. In the best lessons teachers show good subject knowledge which is passed on to pupils through clear explanations and demonstrations. For example, in a lesson in Year 5 on the reproductive cycle of flowering plants the teacher made the subject come alive for pupils when they were able to dissect daffodils. Planning of lessons is excellent, with timed targets for the introduction, main part and conclusion. The purpose of the lesson is shared with the class and pupils are reminded of where the lesson fits within the particular sequence of the unit of work. High expectations result in pupils showing very positive attitudes to science, including taking great care and pride in the presentation of their work. Teachers' enthusiasm for the subject is clearly evident in the pupils' effective learning.
117. The subject is managed effectively. The co-ordinator is able to monitor the teaching and learning in other classes when she is released by the headteacher from class teaching duties for one session every three weeks. During this time, the co-ordinator is able to monitor pupils' work, give 'demonstration' lessons and ensure that the science curriculum is being delivered successfully.

ART

118. As few lessons were observed during the inspection due to timetable arrangements judgements have been based on looking at pupils' art work and displays and talking to pupils and staff. All pupils, including those with special educational needs, make satisfactory progress in investigating and making and in their knowledge and understanding of art.
119. The last inspection identified that skills were too low in the use of colour, line, tone, texture and shape. These standards have improved and work fully meets the levels expected for pupils' ages. Pupils in Key Stage 1 record their ideas confidently. They draw, paint and use colour well in a range of different techniques such as printing shape patterns, effectively applying their knowledge of colour mixing. A good example of learning was when pupils in Years 1 and 2 created paintings of a field of daffodils in the style of Monet. Pupils showed awe and wonder when shown two of his paintings, especially admiring the way he had created an impression of light. The teacher encouraged them effectively to observe Monet's technique and experiment with 'dabs' of short, bold strokes. Pupils chose their own materials from a range of sponges and brushes. They carefully experimented with mixing dry powder and concentrated intently to create the desired effect in their own paintings.
120. At Key Stage 2 pupils use colour effectively in their pastel drawings and paintings. A strength of art is the good practice seen in the use of sketchbooks in Years 5 and 6, enabling pupils to make good progress in developing their ideas, another recent

improvement. For example, pupils practised sketching observational drawings of flowers, experimenting with line and tone. They studied flower paintings by famous artists such as Georgia O’Keeffe and evaluated them. After painting their own vase of daffodils in water colours, showing depth and tones in their use of colour, pupils reflected on their work appropriately, identifying ways in which it could be improved.

121. There was insufficient evidence to judge the overall quality of teaching, although many examples of good practice were seen. Teachers value pupils’ art highly and display it well throughout the school, promoting their cultural development well and acting as an incentive for pupils to do their best work. They provide good opportunities for pupils to select from and use a range of materials, including drawing programs on a computer. An effective demonstration of teachers’ practical subject knowledge is having a personal sketchbook on display with examples of different skills and techniques to encourage and motivate pupils. Teachers use questions skilfully to help pupils evaluate work, for example “What could you add to make your colours lighter?” They are enthusiastic about art and pupils catch their enthusiasm. An after-school art club is well supported and effectively extends pupils’ skills, for instance by developing modelling and making masks using the “mod-roc” medium. The use of sketchbooks is inconsistent across the school. Where they are used most effectively pupils are given guidance and clear expectations for their purpose; this practice could be shared to raise standards.

DESIGN AND TECHNOLOGY

122. Standards meet expectations for pupils of this age and progress, including that for pupils with special educational needs, is satisfactory. Pupils successfully apply their literacy and numeracy skills to work in the subject. Diagrams are labelled carefully and accurate measurement is used at the planning stage.
123. By the end of Key Stage 1 pupils have satisfactory opportunities to disassemble structures, for example a range of food packaging. Pupils work successfully with textiles in designing and making puppets where they show good sewing skills. Glue is used as a joining technique for the eyes, nose and mouth. Pupils use large and small construction kits well.
124. In Years 2 and 3 in work linked to the study of Ancient Egypt, pupils design and make good working models of shadufs. They use construction kits and a range of materials to design and make good models of the pyramids. Textile work is developed well in bookmarks which include a Lent Cross design. In Years 3 and 4 pupils show a satisfactory knowledge and understanding of mechanisms, including levers when they make ‘pop-up’ cards. In Years 5 and 6 pupils show a good understanding of design in their plans to for a shelter to keep parents dry whilst they wait for their children on wet days. The designs reflect a good application of literacy skills, particularly in the clear labelling. Pupils show that they know how to select appropriate materials and that designs may need to be changed. They demonstrate clearly which construction techniques are to be used. Pupils’ evaluations of their designs are good.
125. The quality of teaching in the two lessons observed was very good in one and satisfactory in the other. Strengths of teaching include very well planned lessons with a strong emphasis on safety and the provision of a good range of materials. Expectations are high, for example in expecting pupils to use precise measurements, including angles to the nearest degree and length to the nearest millimetre. Pupils are supported and challenged effectively, which results in them being interested and fully involved in their work. There is a strong emphasis on the teaching of skills, for

example the precise cutting of diagonal joints. Pupils' knowledge and understanding of structures and the development of key skills are improved significantly.

126. The school has maintained the standards from the previous inspection report. The subject is planned effectively to ensure that pupils have a wide range of opportunities to use design and technology skills as they move up through the school.

GEOGRAPHY

127. Judgements are based on observation of two lessons of geography, a scrutiny of pupils' work in books, folders and on display, an interview with the subject co-ordinator and an examination of teachers' plans. Standards in geography are in line with national expectations in Key Stage 1 and in Key Stage 2. Progress is sound for all pupils including those with special education needs.
128. In Key Stage 1 pupils begin to develop their geographical understanding of their surroundings by thinking and talking about how they get to school. They draw recognisable maps of their route. They walk into Cawston village and observe features and functions of the variety of buildings. They then create simple plans and sketches showing the location of various buildings relative to each other and in discussion describe what they like and dislike about the buildings. They learn about life in other places and make simple comparisons with their own experiences. They know about the physical and human features such as climate, language or lifestyle that make other places different from Cawston. They know that maps are used to convey information and can explain how they can be used.
129. In Key Stage 2 the learning is extended through the study of places and themes. Pupils collect and record basic facts relating to weather around the world and enlarge their awareness through more detailed learning about the local area, including the local seaside environment. Pupils in Year 4 compare their own locality with that of a similar distant location. They can identify and explain common features such as the provision for schools, places of worship and a police station. They explain differences such as the influence of the prevailing climate on the choice of suitable crops grown in the contrasting locations. They use secondary sources of books, maps, pictures and videos to gather and record information on physical features, culture and lifestyle. Their understanding is extended by role-play activities such as the sampling of the food of the distant region and creating garments in the styles worn by the children of their studies. In Year 6 pupils demonstrate detailed knowledge of the significance and characteristics of rivers and their influence in shaping the physical and human features of their world. They discuss confidently the implications of flooding in various parts of the world and the impact on the human environment. They can explain the advantages and disadvantages of such occurrences. They understand how human endeavour attempts to control and take economic advantage of rivers. They use appropriate vocabulary to explain how levees, spillways and dams are significant aspects of the effective management of some rivers. They use maps, photographs and other reference material well in order to access information in response to their teacher's challenges, but they have fewer opportunities to pose their own challenges and pursue independent enquiry.
130. Pupils demonstrate positive attitudes to their work in geography. In the lessons observed boys and girls respond to the activities with equal enthusiasm. They are interested in their work and are capable of sustained application. They work together co-operatively and share their ideas in order to complete joint tasks successfully. They engage in purposeful discussion to address the challenges set by their teacher. They listen with respect to the findings and thoughts of others during the plenary

session of their lesson. Work recorded in exercise books is neatly presented and shows good effort. Drawings and diagrams are carefully executed and information is recorded in a variety of ways, including the use of graphs and charts to present data and statistics.

131. Both observed lessons had a specific geographical focus, sound planning and clear explanation as common features. Teachers use effective questioning and maintain a brisk pace of learning and as a result pupils are able to make effective use of their learning opportunities. Teachers mark pupils' work regularly and include positive and supportive comments, the best of which inform and guide future learning. Medium- and short-term planning is sound. Teachers plan lessons in great detail and with clear learning targets. However, practical activities which develop and use fieldwork skills through suitable investigation are less consistently well planned. As a result, learning is at times restricted to the acquisition of knowledge and pupils have fewer opportunities to use geographical skills in investigation or sustained independent inquiry.
132. Since the previous inspection the school has improved its provision through a revision of the curriculum planning for geography which incorporates Qualifications and Curriculum Authority guidelines. The recently appointed subject co-ordinator has collaborated with a colleague to produce an effective policy for geography and history. The revised scheme of work, which covers all aspects of the national curriculum, meets the needs of all pupils. The scheme gives detailed guidance on the development of the subject and indicates a clear framework of integration of the study of places, themes and geographical skills. The subject is carefully linked with other areas of the curriculum. Advice and support to teachers are offered through informal discussion. Monitoring of the revised arrangements is restricted to scrutiny of teachers' planning and there are no arrangements to monitor the quality of teaching or the work produced.

HISTORY

133. Judgements are based on the observation of three lessons of history, sampling pupils' work in books, folders and displays, talking to the co-ordinator and examining teachers' planning. Standards in history are in line with national expectations in Key Stages 1 and 2. Progress is sound for all pupils, including those with special educational needs.
134. In Key Stage 1 pupils begin to learn about the past through discussion and recording events within their own experience at home. They use time lines related to their classrooms to depict various aspects of the passage of time. They learn about significant events in the past such as the Gunpowder Plot and the Fire of London. They learn to draw conclusions about cause and effect, for example the fire spread because the wooden houses were very close together. They bring to school "things dug up from the ground" and in discussion they try to simulate the processes of archaeology. By the end of the key stage pupils know basic historical facts about life in earlier times. They understand the concept of time passing and they know that life in the past was different from life today.
135. In Key Stage 2 pupils learn about the structure and influence of other societies and periods of history. For example, pupils learning about the society of Ancient Egypt are fascinated by the customs, beliefs and rituals such as the process of embalming. As home activities they create models of a shaduf and of pyramids. They gather information from a range of reference materials and artefacts. The history of the locality is used to support and extend the development of historical understanding

and pupils visit local sites of relevance to their studies. By the end of the key stage pupils have sound knowledge of a range of periods in history. They know how people used to live and can make comparisons between the past and present time. They understand that modern life is built on and derives from the sequence of history. For example, pupils in Years 5/6 offer thoughtful perceptions about the connection between the abolition of slavery in ancient Greece and contemporary thinking on freedom and democracy.

136. Good use is made of literacy skills as pupils write and record aspects of their history lessons such as the sequencing of the events which brought about the fire of London. Role-play is used to encourage empathy with people in historical situations and also extend pupils' speaking and listening abilities. Learning is largely factual and as a consequence pupils have fewer opportunities to expand their understanding of interpretations of history by the application of research and historical enquiry.
137. Boys and girls respond with equal interest and they are attentive and eager to answer questions. They show a lively enthusiasm for the work expected of them. Behaviour is good in the majority of lessons. However, in a minority pupils became restless and found difficulty in concentrating on what their teacher was saying and as a result the lesson progressed more slowly than the teacher intended. Pupils take a pride in their work, which is carefully produced and neatly presented, especially in the folders for historical topics.
138. The quality of teaching in the lessons seen ranged from satisfactory to good. All lessons benefit from detailed planning and careful preparation and are characterised by clear explanations from the teacher. Teachers are secure in their subject knowledge and as a result pupils receive accurate facts. Where the subject of the lesson fails to engage the interest of all pupils behaviour becomes more difficult to manage. The marking of pupils' work is regular and conscientious. Teachers use positive comments well to support and encourage pupils and the best examples give guidance on what pupils should do next in order to improve. Some teachers' lesson plans identify assessment opportunities in lesson planning, but assessment is not well established in history and decisions on the use of assessment are left to the individual teacher. The effective use of educational support staff allows pupils with special educational needs to participate effectively in history lessons.
139. Since the previous inspection the school has improved its provision for the teaching of history. The recently appointed subject co-ordinator has collaborated with a colleague to produce an effective combined policy for geography and history. The revised curriculum for history has clear objectives taken from the Qualifications and Curriculum Authority guidelines. The scheme of work, which covers all aspects of the National Curriculum, ensures that all pupils have equal access to the curriculum and can build on previous learning. Links with other subjects are identified and used to good effect. The co-ordinator supports other teachers well by giving advice and support through informal discussion. The monitoring of history is restricted to teachers' planning and there are no arrangements to evaluate the quality of teaching or the work produced.

INFORMATION TECHNOLOGY

140. By the end of both key stages standards meet national expectations and pupils, including those with special educational needs, make satisfactory progress. The school has yet to use its funding through the 'National Grid for Learning'. At present it has a range of computer equipment which has been augmented by the recent acquisition of 'second-hand' PC machines donated by local firms.

141. By the end of Key Stage 1 pupils are secure in the use of the mouse and keyboard. They know how to load, save and print their work. Literacy skills are applied well when pupils use the word-processor to present the final drafts of stories. Pupils are successful in changing the style, colour and size of fonts when writing name labels. Data-handling skills are used well to present graphs showing daily temperatures. Pupils are confident in entering instructions into a programmable toy in order for it to follow a set route. Pupils successfully use a graphics program in which they draw shapes and then 'fill in' their chosen colours.
142. By the end of Year 6 pupils develop their word-processing skills well. The good application of literacy skills is evident in factual accounts of visits made to the school's 'Wildlife Garden'. In good work linked to religious education pupils show the correct use of punctuation and spelling in their word-processed stories of the day Jesus met Zacchaeus. In addition imaginative use of fonts and layout is evident when pupils write poems in the style of Grace Nichols on the theme of 'Swim with me to my Tropical Island'. Good use is made of word-processing and desktop publishing skills in the production of 'The Victorian Times' newspaper. Data-handling skills are used well to present graphs showing the lengths of major world rivers. Pupils use a database well to show the age, gender, hair colour and shoe size of pupils. Good use of a graphics program is evident in pupils' use of 'copy and paste' techniques to produce pictures which contain repeating patterns.
143. Only one lesson was observed during the inspection, in which the quality of teaching was good. Inspection evidence is consistent with the quality of teaching being satisfactory overall. In the lesson observed the teacher showed good subject knowledge in teaching pupils how to combine text and pictures. Teachers use information technology successfully to support pupils' learning across the curriculum. As they move up through the school pupils receive good opportunities to support their learning in literacy, numeracy, science, geography and history.
144. The subject is managed effectively. The school has good plans for the use of its funding through the National Grid for Learning. Standards have been maintained since the last inspection.

MUSIC

145. Standards of music are in line with those expected for the pupils' ages throughout the school. Since the last report standards of singing have improved, especially at Key Stage 2. This is because of good teaching, which has increased pupils' enjoyment and learning. They all perform confidently in front of an audience; for instance, the whole school forms a choir and performs at Christmas.
146. At Key Stage 1 pupils sing a range of songs from memory with accurate rhythm and pitch, putting in dynamics such as loud and soft. They enjoy adding appropriate actions and sing well. All pupils make good progress in singing and in Years 1 and 2 sing songs in two parts. They listen to, identify and play a range of percussion instruments confidently and have a good sense of rhythm.
147. By the end of Key Stage 2 pupils perform a wide range of songs accurately and confidently and sing rounds. Insufficient evidence was seen during the inspection to make a judgement on standards in other aspects of music in lessons. A strength of music in the key stage are the lunch-time and after-school music clubs. These are well supported and give pupils the opportunity to learn to play a range of recorders and percussion instruments in the school band. Pupils learn to play the guitar or violin from peripatetic teachers. The band performs regularly in assembly at a good

enough standard to accompany singing, supported well by a teacher on keyboard. This effectively enhances these pupils' skills of playing and performing and gives all pupils regular opportunities to listen to performances, raising their interest and enthusiasm.

148. The quality of teaching is good overall but varies from satisfactory to very good according to the skills and confidence in teaching music. For example, a very effective demonstration of singing and conducting improved the quality of pupils' singing accurately up to high notes. The best teaching is characterised by very good planning, preparation and organisation so that pupils do not waste time waiting to collect or to have a turn at playing a musical instrument. All teachers have very good relationships with pupils and use praise effectively to motivate them. Less effective teaching was when the pace of the lesson was too slow, pupils' attention wandered and there was therefore insufficient time for them to create music as planned.
149. The enthusiasm and skills of the new co-ordinator have made a major impact on music in the school in providing good ideas and knowledge for other teachers. Since the last inspection an appropriate new scheme is being introduced to guide teaching, for instance to introduce more opportunities for composition. There are more opportunities for all pupils to play instruments. The subject leader knows what is happening in music and provides good support to ensure improvements.

PHYSICAL EDUCATION

150. By the end of both key stages pupils, including those with special educational needs, make satisfactory progress and achieve standards which meet expectations for their age. During the inspection lessons were observed in gymnastics and dance. However, over the academic year pupils receive a full physical education curriculum. By the end of Year 6 90 per cent of pupils meet the national expectation of being able to swim 25 metres unaided.
151. In gymnastics by the end of Key Stage 1 pupils show a good awareness of space and moving in different directions and varying levels. On the floor they perform balances successfully by taking their weight on their back, stomach, bottom and one knee; they hold their balance well. Pupils transfer floor work to sequences on the apparatus, where they show confidence in climbing and jumping. They plan and perform interesting sequences which include a balance. By Year 6 pupils successfully plan, perform and refine sequences in which they explore three different ways of travelling and use three levels.
152. In Years 2 and 3 pupils learn the steps well for the 'Dawns Dwy Seven' dance as part of their preparation for 'Maypole dancing'. In Years 3 and 4 pupils show good recall of the steps for the 'Pat-a-Cake Polka' which they perform with confidence. They work hard at learning the steps for a new dance, 'The Arkansas Traveller'.
153. Teaching was good in three lessons observed and satisfactory in the remaining two. Strengths include good subject knowledge, particularly in dance, which is passed on to the pupils with enthusiasm. Pupils respond well and show interest and concentration when learning new routines. Teachers encourage pupils to improve their performance and support individuals well in improving skills and techniques. For example, in a lesson in Years 5 and 6 the teacher challenged, "Can you now vary your direction at all?" Not all lessons begin with a warm-up or end with a cool-down and teachers do not always manage successfully pupils who are waiting their turn to go on the apparatus. On occasions pupils lift each other up, chat noisily and are distracted; this is unsatisfactory and poses a risk to their own safety as well as that of others.

154. Pupils enjoy and benefit from a good range of extra-curricular sporting activities. After-school clubs are run for football, netball, rounders, cricket, athletics and 'jump rope'. Pupils participate in competitive matches against other schools and in competitions organised by the local federation of schools. Parents and pupils enjoy the annual school sports day. The school has maintained standards from the time of the previous inspection.

RELIGIOUS EDUCATION

155. Pupils' attainment meets the levels required by the recently revised locally agreed syllabus for religious education at the end of both key stages. Since the last inspection standards at Key Stage 1 have been maintained at this level, but at Key Stage 2 they have improved overall through good teaching. At both key stages pupils' knowledge and understanding of prescribed aspects of world faiths are under-developed as these are recent requirements of the 1998 revised local agreed syllabus. Pupils throughout the school have good knowledge of the main Christian festivals and stories from the Old and New Testaments.
156. At Key Stage 1 pupils develop a satisfactory understanding of religion and everyday life. Through studying topics such as celebrations, pupils respond appropriately to religious aspects of stories in the light of their own experiences. For example, pupils in reception and Year 1 are eager to describe what makes them feel happy or sad after hearing a story about a birthday party. Pupils in Year 2 know about symbols such as the Christian cross and a few of the artefacts and traditions of Islam. They have good understanding of a range of moral issues, especially consideration for others, caring, sharing and the difference between right and wrong.
157. At Key Stage 2 pupils successfully develop their understanding and knowledge of Christianity. They make simple comparisons only between aspects of Judaism, Islam and Christianity as they have not yet studied other world faiths in great detail. Their ability to suggest answers to questions about meaning with reference to their own experiences is good. Pupils sensitively discuss issues such as a Christian way to live our life and make talk accurately about how Bible stories influence others. For example, pupils in Years 5/6 know that Jesus was a teacher and told parables such as that of the Talents. They responded thoughtfully with suggestions about its meaning such as "Don't be afraid to try something". Pupils listen attentively to others' views, empathise well and confidently dramatise a moral story for others to guess. They share ideas openly with consideration and respect for the feelings, experiences and beliefs of others.
158. Progress is good for all pupils throughout the school because of their interest and positive attitudes towards religious education. Teachers promote learning well by taking care to involve all pupils, including those with special educational needs, in their questions. They value their opinions, allowing opportunities for pupils to ask as well as answer questions. For instance, when learning about Easter pupils in Year 4 were horrified at the idea of crucifixion, which the teacher handled sensitively, leading on to the joy of the resurrection.
159. The quality of teaching in religious education is good. The very good relationships between teachers and pupils and the atmosphere of mutual respect promote learning well as pupils freely and confidently share views. Teachers' planning relates well to the experience and interest of pupils. Older pupils are effectively encouraged to think more deeply about the meaning of life. For example, teachers use links with other subjects well, such as in a literacy lesson where pupils in Years 5 and 6 considered

ideas such as “human life is precious” when developing a persuasive argument about slavery. Teachers also use religious education effectively to develop literacy skills. Pupils in Year 4 wrote very sensitive accounts of the Christmas story in the first person, for example

(Mary): “It was a bad day...I was feeling heavy....”

“We’ve got to go back to Bethlehem. A Roman soldier told me today”, said Joseph quietly.

160. Planning is currently being reviewed and developed appropriately on a whole-school basis to meet the requirements of the agreed syllabus and to include more teaching on the major world faiths. The ways in which pupils record their work lack consistency. For example, one class mostly copies a story from the board and draws a picture whilst another mostly uses discussion and drama. Religious education makes a positive contribution towards the spiritual, moral, social and cultural development of all pupils.