

INSPECTION REPORT

Burnham Market Primary School
Burnham Market

LEA area: Norfolk

Unique Reference Number: 120792

Headteacher: Mr S J Godson

Reporting inspector: Mr David A Hill
3692

Dates of inspection: 27th – 30th September 1999

Under OFSTED contract number: 707592

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S Dixon
Date of previous inspection:	12 th – 16 th February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr D A Hill Registered Inspector	English Art Music Religious education Equal opportunities	Attainment and progress Teaching Leadership and management
Ms P Willman Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Efficiency Curriculum and assessment
Mr G Bate Team Inspector	Science History Geography Special educational needs Mathematics Design and technology Information technology Physical education Areas of learning for children under five	
Mr A Matthews Team Inspector		Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources

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MAIN FINDINGS

What the school does well

- Teaching of the under-fives and at Key Stage 2 is good.
- Pupils in the Reception year make good progress overall.
- Pupils in Key Stage 2 make good progress in religious education and physical education and all pupils make good progress in music.
- Pupils' attitudes to their learning and their behaviour in class and around the school are good.
- The headteacher and governors provide positive leadership and a clear vision for the school's development.
- The school has developed a positive ethos reflecting the school's commitment to raise standards with equality of opportunity for all pupils.
- Relationships in the school are very good.
- Provision for pupils' moral and cultural development is of good quality.
- Support, guidance and pupils' welfare are well provided for.
- The curriculum is enriched through links with the community.

• Where the school has weaknesses

- I. Attainment is below average in English at Key Stage 2, particularly in writing.
- II. Standards in information technology are unsatisfactory.
- III. Potentially higher attaining pupils are not given sufficiently challenging work.
- IV. The provision for the creative and physical development of reception age children has shortcomings.
- V. There have been insufficient training opportunities for classroom assistants to enable them to be wholly effective.

The strengths of the school outweigh the weaknesses and there are encouraging signs that some of the weaknesses identified are being addressed by the school. Governors will further address these in their post-inspection plan, which will be sent to all parents and guardians of pupils at the school.

• How the school has improved since the last inspection

Satisfactory progress has been made in improving almost all the areas listed as key issues in the previous inspection and in issues which were subsequently raised after HMI visited the school in November 1997. At that time schemes of work to address progression and continuity in learning throughout the school had not been completed, assessment strategies had not been developed and there were serious safety and educational concerns in the lack of storage facilities for hall furniture and physical education equipment. In all other key issues in the previous report, progress had been satisfactory. Schemes of work have now been developed from the Qualifications and Curriculum Agency recommendations and are being followed. Good quality assessment procedures are now in place and an extension to the hall has provided good storage space. There are no health and safety issues to be addressed.

The quality of teaching has improved since the last inspection, though in information technology much remains to be done. Learning tasks are matched more precisely to pupils' various abilities, although the needs of higher attainers are still not sufficiently recognised. Resource provision in science is now satisfactory, but it continues to be unsatisfactory in information technology despite the improvements that have been made. Management roles at all levels have been reviewed and strengthened. The strong governing body provides very good support to the school and the headteacher is providing positive leadership. At present there is an acting deputy headteacher for three months until a replacement can be appointed. She is providing good support to the headteacher and is a valued member of the senior management team. The school has made satisfactory progress

in addressing the key issues since the last inspection and has good capacity to continue to improve. Targets set for both individual pupils and cohorts of pupils are realistic and also challenging.

• **Standards in subjects**

This table shows the standards achieved by 11 year-olds in 1998 based on the National Curriculum tests:

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

The table shows that in the 1998 tests for eleven-year-olds attainment in English, mathematics and science was well below average. Comparisons with schools with a similar percentage of pupils eligible for free school meals suggests attainment in English, mathematics and science was well below average. Similar school comparisons do not take account of the higher than average proportion of pupils on the register of special educational needs. In last year's Year 6, 37 per cent of pupils were on the school's register of special educational needs.

The most recent test results for pupils aged eleven in 1999 show a marked improvement in standards in mathematics and science. Standards in English have not risen to the same extent and remain well below average. Inspection evidence indicates that standards are rising in English but are still unsatisfactory. In mathematics and science standards are average in the present Year 6 but they are below average in information technology and above average in religious education. Throughout the school progress in art, history and geography is satisfactory and in design and technology it is satisfactory at Key Stage 2. In both religious and physical education progress is satisfactory at Key Stage 1 and good at Key Stage 2.

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Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Satisfactory	Good
Mathematics	Good	Satisfactory	Good
Science		Satisfactory	Good
Information technology		Satisfactory	Satisfactory
Religious education		Good	Good
Other subjects	Satisfactory	Satisfactory	Satisfactory

The quality of teaching is very good in one out of five lessons and in a further four out of ten lessons it is good. There was one unsatisfactory lesson during the course of the inspection. This is a significant improvement since the last inspection when a number of lessons for Key Stage 2 pupils had shortcomings. Teaching of pupils in Years 5 and 6 is very good. The good quality of teaching now evident is enabling pupils to make better progress in their learning. Progress of pupils at Key Stage 2 has been unsatisfactory in English due to the high level of temporary teachers as a result of teacher absence and until recently the lack of a scheme of work, as reported in the last inspection. The literacy strategy adopted by the school is aiding pupils to make better progress, although the staffing situation at present in Year 6 has yet to be fully resolved.

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

· **Other aspects of the school**

Aspect	Comment
Behaviour	Pupils behave well both in lessons and when at play. They clearly understand the school's expectations of behaviour and discipline and respond positively.
Attendance	Satisfactory, being slightly above the national average.
Ethos*	The ethos for learning is good. Relationships between adults and pupils are very good and attitudes to learning are positive. It is a very friendly and warmly welcoming school.
Leadership and management	The headteacher provides positive leadership and is well supported by a co-operative and committed staff. Governors are very well informed and share the concern for the school to further improve standards.
Curriculum	The curriculum is broad, balanced and relevant and meets the requirements of the National Curriculum and the local agreed syllabus for religious education.
Special educational needs	Provision is satisfactory. Lesson plans clearly indicate work set being relevant to the needs of these pupils.
Spiritual, moral, social & cultural development	Provision for pupils' moral and cultural development is good. Spiritual and social development is adequately promoted.
Staffing, resources and accommodation	Teachers and support staff effectively support pupils' learning although support staff require further training to increase their efficiency. Resources are of good quality. The building and grounds are well maintained and support the delivery of the curriculum, although space for the under-fives is too restricted.
Value for money	The school is providing satisfactory value for money.

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

· **The parents' views of the school**

What most parents like about the school

- VI. Drop-in sessions.
- VII. Regular and informative newsletters.
- VIII. Improved annual reports.
- IX. Friendly and helpful class teachers.
- X. Happy and friendly atmosphere.
- XI. Feel welcome in school.
- XII. Range of extra-curricular activities.
- XIII. Good standard of behaviour.
- XIV. Lack of any bullying.

What some parents are not happy about

- XV. Unsure about homework provision.
- XVI. Computers not used regularly.

Inspection evidence fully supports the positive comments. The new home/school agreements have now rationalised homework provision. The inspection team supports parents' views that computers are not fully utilised.

KEY ISSUES FOR ACTION

The governors, headteacher and staff should now:

- XVII. improve standards in English, especially at Key Stage 2, by:
- continuing to build on the improved standards resulting from the adoption of the literacy strategy;
 - providing more opportunities for the development of pupils' speaking skills, especially through role-play and drama;
 - placing more emphasis on hearing individual pupils read and keeping more useful records of their progress in reading;
 - raising expectations in the greater use of more extensive expressive writing;
 - improving the library facilities in order to further reading for information and to develop independent research skills;
- (paras: 7, 9, 17, 37, 51, 52, 83, 105, 106, 107, 108, 110)
- improve standards in information technology by:
 - further developing the scheme of work, clearly identifying what pupils should have learned by the end of each year;
 - improving teachers' and support staff subject knowledge by arranging suitable training;
 - increasing information technology resources to support its use in other areas of the curriculum;
 - making better use of resources for class teaching sessions;
 - developing a record keeping system which shows pupils' attainment in specific skills;
 - creating time for the co-ordinator to work alongside class teachers in lessons;
- (paras: 21, 35, 37, 43, 79, 131, 133, 134)
- develop strategies to meet more fully the needs of higher attaining pupils by:
 - providing more opportunities for extension activities and independent learning in all subjects;
 - raising expectations of pupils as to what is achievable;
 - increasing the rigour and pace of the work set specifically for these pupils;
 - ensuring that lesson planning sufficiently covers the needs of these pupils;
 - regularly monitoring and assessing their progress against higher National Curriculum levels of attainment.
- (paras: 17, 19, 26, 38, 40, 46, 52, 79, 107, 127)

The school should consider for inclusion in its action plan the following minor weaknesses:

- improve the provision for the under-fives by:
 - further developing gross motor skills through well-planned outdoor play activities; (para: 100)
 - giving more regular opportunities for creative development through imaginative play; (para: 97)
 - seeking to improve the accommodation to provide more space for creative activities;
- (paras: 12, 33, 42, 77, 87, 97-8, 100)
- improve the quality of support for classroom assistants and other helpers by ensuring that they receive training appropriate to their roles; (paras: 14, 70, 87, 106, 110)
 - adopt monitoring procedures to standardise the quality of marking; (para: 35, 48)

- fulfil all statutory requirements in the prospectus and annual report to parents. (para: 72)

INTRODUCTION

Characteristics of the school

1. Burnham Market Primary School serves the large village of Burnham Market and several surrounding villages. Most pupils travel to school by car or bus as the school is situated on the outer fringe of Burnham Market. It was a secondary school up to 1963. Most pupils live in rented housing although a significant minority live in owner occupied properties. The school is on an attractive and spacious site and accommodation is generous with a large hall and with one classroom given over to a pre-school group.
2. There are 156 pupils on roll, 76 boys and 80 girls and this is below average for this type of school. A further ten pupils will attend the Reception class in the spring term 2000, but there has been a decline in numbers since 1995. Pupils are organised into six classes, four of mixed age from Reception to Year 4 and two single age classes for Year 5 and Year 6 pupils. Reception aged children with autumn and up to end of February birthdays are admitted in the September prior to their fifth birthday. Children born between 1st March and 31st August are admitted at the beginning of the spring term in line with local procedures. Most children attend the playgroup before starting their full-time education. Attainment on entry to the school is average.
3. There are no pupils from ethnic minority cultures. Thirty-four pupils are identified as having special educational needs of whom two have statements. The proportion of pupils with special needs is slightly above average. Twenty per cent of pupils are eligible for free school meals which is average.
4. The school aims state the intention to create a secure, caring, happy and stimulating learning environment in which all meet their full potential by:
 - creating a co-operative team united by a common unison;
 - stimulating both the individual and creative abilities of all pupils;
 - involving parents, governors and local community in the life of the school;
 - helping pupils develop self-respect for others and for their environment;
 - developing skills and concepts across a broad and wide ranging curriculum by providing a variety of experiences for pupils to acquire those skills and concepts;
 - encouraging pupils to live and learn together co-operatively;
 - promoting equality of educational opportunities regardless of gender, race or creed.
1. The following targets have been set for achievement in 2000:
 - 81 per cent of pupils attaining Level 4 and above in English
 - 18 per cent of pupils attaining Level 5 in English
 - 75 per cent of pupils attaining Level 4 and above in mathematics
 - 20 per cent of pupils attaining Level 5 in mathematics.
1. In addition, school improvement priorities include:
 - further refinement of teachers' planning;
 - more information technology opportunities;
 - adopting the National Numeracy Strategy;
 - developing and refining data analysis and target setting;
 - adopting QCA schemes of work;
 - developing further monitoring of the work of the school;

- developing home-school partnerships;
- continuing to develop the teaching and resources for English.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	13 (2)	14 (13)	27 (15)

National Curriculum Test/Task		Reading	Writing	Mathematics
Results				
Number of pupils at NC Level 2 or above	Boys	(2)	(2)	(2)
	Girls	(12)	(13)	(12)
	Total	(14)	(15)	(14)
Percentage at NC Level 2 or above	School	78 (93)	86 (100)	78 (93)
	National	-- (80)	-- (81)	-- (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	(2)	(2)	()
	Girls	(13)	(12)	(2)
	Total	(15)	(14)	(14)
Percentage at NC Level 2 or above	School	71 (100)	74 (93)	82 (93)
	National	-- (81)	-- (85)	-- (86)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	14 (15)	5 (9)	19 (24)

National Curriculum Test		English	Mathematics	Science
Results				
Number of pupils at NC Level 4 or above	Boys	(6)	(7)	(8)
	Girls	(5)	(2)	(5)
	Total	(11)	(9)	(13)
Percentage at NC Level 4 or above	School	48 (46)	64 (38)	80 (54)
	National	-- (65)	-- (59)	-- (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	(7)	(10)	(14)
	Girls	(6)	(5)	(8)
	Total	(13)	(15)	(22)
Percentage at NC Level 4 or above	School	64 (54)	67 (63)	79 (92)
	National	-- (65)	-- (65)	-- (72)

Figures in parentheses refer to the previous reporting year
1999 national figures not yet available

Attendance

Percentage of half days (sessions) missed			%
Through absence for the latest complete reporting year:	Authorised	School	5.3
	Absence	National comparative data	5.7
	Unauthorised	School	0
	Absence	National comparative data	0.5

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Exclusions

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

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	20
	Satisfactory or better	98
	Less than satisfactory	2

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. National Curriculum test results for pupils aged eleven in 1998 show that attainment in English was well below the national average and well below that of similar schools. While the proportion of pupils attaining the expected Level 4 was close to the average, the percentage of pupils attaining the higher Level 5 was well below average. In mathematics the proportion of pupils at both Levels 4 and 5 was well below the national average and the average for similar schools. Attainment in science was at the average for Level 4 but very few pupils attained Level 5. A feature of these results is the high percentage of pupils attaining Level 3 with a number failing to attain Level 3 in English and mathematics. The Year 6 class has had a high percentage of temporary teachers due to teacher absence, not only when pupils were in Year 6 but also when in Year 5. Comparisons with similar schools does not take account of the above average proportion of pupils identified as having special educational needs, 21.1 per cent against the national average of 18.3 per cent. This Year 6 class contained 37 per cent of pupils on the special needs register.
2. The most recent test results for pupils aged eleven in 1999 are much higher than the previous year in mathematics and science and inspectors found standards in the present Year 6 to be close to the national average. In English, results show little or no improvement in 1999 and inspectors found that standards in Year 6 are below average, especially in writing. Attainment in information technology is below average throughout the school. Attainment in religious education exceeds the requirements of the local agreed syllabus at the age of eleven.
3. Since the last inspection, results at Key Stage 2 in English, mathematics and science declined over the period 1996 to 1998, although in 1997 there was an improvement in English which was not sustained. In the last report, improving curriculum provision for science, design and technology and information technology and improving the teaching of writing, science, design and technology and information technology were key issues for the school to address. In the HMI monitoring report of November 1997 it was reported that progress on these issues was satisfactory. Inspection found that progress continued to be satisfactory although the teaching of writing and raising standards in information technology requires a great deal of further work. The school acknowledges this and these areas are a focus for development in the current management plan.
4. In the 1998 national tests for seven-year-olds, attainment was well above average in reading, writing and mathematics. In comparison with similar schools, reading, writing and mathematics were also well above average. In science, teacher assessments at the age of seven show that an above average proportion attained the expected Level 2 and average numbers at the higher Level 3. The most recent 1999 test results indicate a slight decline in the proportion of pupils gaining Level 2 and above. Results are 15 per cent lower in reading, 14 per cent in writing and 15 per cent in mathematics. Teacher assessment in science indicates the previous high levels have been maintained. Trends over the period 1996 to 1998 indicate a steady improvement in pupils' attainment at seven years of age in reading, writing and mathematics. In 1999 almost twice as many pupils took the test than in previous years.
5. Over the last three years the school has experienced a high turnover of staff with a new headteacher, a deputy headteacher and three other members of staff. A further change of staff affects Year 6 now with an appointment to be made for the spring term 2000 of a replacement deputy headteacher. At present this class has a temporary teacher. Thus there has been little stability of staff and this has had an adverse effect on the school's attempt to raise standards and improve progress. The headteacher is now welding together a team with a common purpose of raising standards at all levels and in all subjects.
6. Attainment on entry to the school is average. Almost all children have attended the playgroup held in

the school prior to entering the Reception/Year 1 class. They make good progress because of the good quality of teaching and the careful planning based on the Desirable Outcomes for Learning for five-year-olds. By the age of five, children are well prepared for the work in Key Stage 1, particularly in personal and social development, language and literacy and knowledge and understanding of the world. Their physical and creative development is satisfactory but its advance is hindered by the limitations of classroom space and the lack of opportunity for outdoor play.

7. Pupils make satisfactory progress across both key stages, except in information technology, where progress is unsatisfactory. In music progress is good and it is good at Key Stage 2 in physical education and religious education. Progress in literacy and numeracy lessons is almost always good because lesson planning is of good quality with teachers having clear expectations. When progress is not so good, teachers are not sufficiently clear in their expectations of what pupils are to attain and when subject knowledge requires development, for example in information technology and in some aspects of physical education. In these subjects progress is at times unsatisfactory, particularly at Key Stage 1. Where progress is good and occasionally very good in the Reception/Year 1 class and in Years 5 and 6, expectations of progress and attainment are high with pupils expected to work at a brisk pace.
8. Pupils with special educational needs make satisfactory progress in both key stages and good progress in the reception group. Their literacy and numeracy skills are being enhanced by working in small groups or individually with classroom assistants on work, which is closely linked to their individual education plans. They are making satisfactory progress in their speaking and listening skills but progress is slower in reading and writing, some pupils having very limited access to books in the home, and writing skills which are slow to develop. Many find difficulty with number work and this is compounded with their lack of reading skills. Further training of learning support assistants in this aspect of work is necessary to enhance the quality of the provision and improve the progress of pupils with special educational needs.
9. Progress in developing listening skills is good. In both key stages pupils listen carefully and, as pupils grow older, their span of concentration increases. Progress in speaking is satisfactory and pupils develop an increasingly wide vocabulary. They interest the listener through changes of intonation and cadence, although they do not have sufficient opportunities to practice these skills especially to wider audiences, for example in assembly. In Year 6 pupils use Standard English when speaking and converse using extended sentences. They use subject appropriate language, for example in science when they use correct scientific terminology.
10. Progress in reading is satisfactory. Most pupils enjoy books but some pupils have very limited access to these. Word recognition and phonic skills are being well taught at Key Stage 1. Most pupils recognise initial letter sounds and have a good grounding in phonemes by the time they are seven. They know that pictures give value to the content of the story and are beginning to predict with a fair degree of accuracy. By the age of eleven, most pupils read accurately and with a good degree of fluency. They talk about books they have read and about their favourite authors. They have a good knowledge of fiction but reading of non-fiction is very limited. Many are able to find a book using the Dewey classification system although the use of the school library is limited as is pupils' access to public libraries. Of increasing importance is the partnership, which has been developed with parents in hearing their children read and in the use of homework, both providing good support in aiding reading progress although a key issue is the need for more emphasis on individual reading and better record keeping.
11. At Key Stage 1, progress in writing is satisfactory but at Key Stage 2 it is unsatisfactory. By the age of seven, most pupils write creditable stories and diary events and their handwriting skills are developing well. Progress in understanding the use of punctuation is, however, limited. At Key Stage 2 progress is unsatisfactory. Insufficient demands are being placed on pupils to write extensively and with expression and pupils do not feel sufficiently secure in their spelling of common words and in punctuation. The school is, however, giving these aspects more attention. Writing in some subjects of the curriculum is also unduly limited with pupils not being taught sufficiently the need to write in detail and at speed from previously taken notes. Progress is improving through more focused teaching and the adoption of the literacy strategy is beginning to bring benefits.

12. Pupils make satisfactory progress in mathematics. By the age of seven, good progress is being made in number and they recall addition and subtraction facts at least to ten with some understanding of place value and the ordering of numbers up to three digits. Good progress is also evident in naming common two and three-dimensional shapes and pupils use standard units accurately for measurement of length, mass and volume. Progress in the use and application of mathematics is at the national average with sufficient opportunities now being given to use mathematics as an integral part of classroom activities.
13. By the age of eleven, pupils are developing ways for solving problems themselves and they are increasingly able to recall number facts mentally. At present, much of the work is concentrated on numeracy but, from scrutiny of past work and of future planning, all aspects of mathematics will be covered. Good progress is being made in approximation as, for example, in rounding decimal fractions to the nearest whole number or tenth. There is some evidence of data handling although this is an area for further development if more pupils are to attain the higher Level 5. At present, higher attaining pupils are not being sufficiently challenged in this aspect.
14. In science, good progress is being made by pupils aged seven in making predictions and in their ability to carry out simple practical investigations. They acquire a good knowledge and understanding of life and living processes and have a satisfactory understanding of materials and their properties. At Key Stage 2, pupils are extending their scientific vocabulary and have made satisfactory progress in their ability to carry out scientific observations and investigations in a systematic way. They understand the function of organs and structure of the body and inspection of written work shows appropriate and increasing understanding of the need for fair testing when carrying out practical investigations and testing hypotheses.
15. Standards in information technology remain below average. A number of pupils appear insecure in their use of this technology. Not enough use is being made at both key stages to enable the use of computers, for example in data handling and in word processing skills. Few Key Stage 1 pupils are familiar when using a roamer to track a route-way. Older pupils use computer technology to present information visually in the form of graphics and a start has been made on using this technology for picture making. However information technology is used mainly to consolidate learning in English and mathematics but only rarely in extending knowledge and understanding through the use of the CD-ROM. When engaged in computer-assisted learning, tasks take longer because of pupils' lack of experience. By the age of eleven, most pupils carry out basic operations, such as the ability to set up justification of text and to control the mouse well, but their keyboard knowledge is not well advanced.
16. In religious education, progress is satisfactory at Key Stage 1 and good at Key Stage 2. By the age of seven, most pupils understand the significance of Christmas and Easter, have knowledge of some Old and New Testament stories and understand the importance of family celebrations, such as the Passover Seder meal. By the age of eleven, pupils have a good knowledge of a variety of faiths and recall the similarities and differences between Christianity and other world religions. They use appropriate terminology when describing church furniture and special places within a church. Religious education successfully reinforces moral teaching and pupils make good progress in their understanding of moral issues.
17. Progress in art, history, geography and physical education is satisfactory at Key Stage 1. Progress in art, history and geography is also satisfactory at Key Stage 2; it is good in physical education. Progress is good at both key stages in music. The better progress in these two subjects is due to the emphasis the school places on these and that extension and extra-curricular activities are taught by specialist teachers. The reduced time to develop knowledge and skills due to the introduction of the literacy and numeracy strategies means that there is less time to refine skills, for example in art, or to develop field studies in geography. Nevertheless, progress is satisfactory in these subjects.

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

18. Throughout the school the pupils' attitudes to their learning and their behaviour in class and around the school is good. Relationships in the school are very good and pupils' personal development is satisfactory. These standards have been maintained well and, in some important respects, have improved since the last inspection and make a significant contribution to pupils' attainment and progress.
19. The children who are under five settle quickly and happily into their new environment and show interest in and enthusiasm for their learning. They have a very good relationship with their teacher and relate well to each other and to their Year 1 classmates. They show good levels of co-operation, take turns and share and are able to concentrate and persevere for an appropriate length of time. They are beginning to show independence in the way that they select activities and respond positively to directions and guidance. The children demonstrate a growing understanding of the difference between right and wrong and are becoming confident and inquisitive learners.
20. The pupils' attitudes to their learning are good. They are keen to learn, listen attentively to teachers and respond enthusiastically and confidently to questions. For example, in a Year 5 literacy lesson discussing the shape and content of the "Concrete Poem", pupils were able to express their ideas in an articulate and confident fashion, unconcerned that their classmates would make fun of them. Similarly, in a Year 1 literacy lesson, pupils conversed in a sensible and meaningful fashion about the "Farmer Duck" story. They are well-motivated learners who maintain good levels of concentration and persevere with their tasks, often without direct supervision. In a Year 6 mathematics lesson on rounding decimals, pupils were keen to succeed and to deepen their understanding of the subject, responding well to the challenge set. In the one lesson where the tasks set were not sufficiently challenging or interesting, pupils became restless and bored and this inhibited their learning. Pupils' independent learning skills are satisfactory. Older pupils respond well to the challenge of carrying out research and taking responsibility for their own work when given the opportunity to do so. Talks with pupils indicate that they are keen to receive recognition for good work and try hard to achieve the awards. Key Stage 2 pupils particularly are well motivated by the Best Effort Group Certificates. Pupils with special educational needs are interested in their work and sustain concentration for an appropriate length of time. They work hard and persevere to complete tasks.
21. The pupils' behaviour in classrooms and around the school is good. They clearly understand the school's expectations of behaviour and discipline and respond positively. Good behaviour and caring attitudes are rewarded and celebrated in assemblies and the pupils try hard to gain this recognition and are proud to talk of their achievements. Pupils move around the school in a calm and orderly manner and behaviour during the mid-day break is very good in the dining hall. No bullying or harassment was observed during the inspection and there have been no exclusions. During the inspection one parent, who lives some distance from Burnham Market, indicated that she had chosen to send her child to the school because of the good standards of behaviour and the lack of bullying. The majority of parents who attended the parents' meeting and completed the questionnaire prior to the inspection consider that the school achieves a good standard of behaviour and inspection evidence confirms this opinion.
22. Relationships between pupils and between pupils and staff are very good and this is a significant strength of the school. They contribute to the happy and purposeful atmosphere that prevails which allows the pupils to concentrate on their learning. They play and work well together supporting each other in many different activities. For example, in a Year 5 music lesson demonstrating body sounds, pupils worked well together in groups and their contributions showed a good level of imagination and inventiveness. Although there are few planned opportunities for older pupils to work or play with the younger pupils, instances were observed when an older pupil intervened during playtime to comfort or help a younger pupil.
23. Pupils' personal development is satisfactory. They are polite to others and to each other and can converse sensibly and confidently with visitors. Pupils have a genuine enthusiasm to be helpful and listen carefully to each other's points of view. All pupils carry out their classroom responsibilities promptly and with increasing maturity and independence. Older pupils respond well to the limited opportunities for them to become involved in the life of the school. The pupils are trustworthy and take good care of apparatus, books and materials. Many take part in the extra-curricular activities and

develop a good sense of teamwork and community spirit as a result.

29.

29. **Attendance**

24. The children who are under five in reception come to school happily and on time. Their attendance, although not statutory, is good.

25. Attendance for 1998/99 was 94.7%, which is slightly above the national average and is satisfactory. The school has achieved a consistently satisfactory rate of attendance since the last inspection. Parents co-operate well in advising the school of reasons for absence and there is no recorded unauthorised absence. Most of the absence relates to sickness, although there is a small number of parents who take their children on holiday during term time. Pupils are generally punctual to school, registration is quick and efficient and lessons start promptly.

31. **QUALITY OF EDUCATION PROVIDED**

31. **Teaching**

26. The quality of teaching is very good in one out of five lessons and in a further four out of ten lessons it is good. One lesson was unsatisfactory during the course of the inspection. The remainder of the teaching is satisfactory. This is a significant improvement since the last inspection when a number of Key Stage 2 lessons had some shortcomings. The present judgement of teaching also indicates some improvement in the number of good or very good lessons since the interim HMI monitoring report. The shared vision and common concern to raise standards within an agreed planning framework is providing the means for teachers to further improve their lessons.
27. The five children of reception age are being well taught, with proper attention paid to fulfilling the Desirable Outcomes for Learning. The teacher has quickly established helpful routines and children learn confidently in lessons with a good pace which maintain th children's interest. The routines successfully incorporate opportunities to learn and use new vocabulary. Children's interest and understanding of the world are successfully stimulated through the use of well prepared resources and well planned activities that are usually well judged to take full advantage of the children's relatively short attention spans. By the time they enter Key Stage 1 they are well prepared for work within the National Curriculum. Their physical development and imaginative play is restricted by the small size of the classroom and this will be increasingly problematic when the five children are joined by a further ten children in the spring term. As the class consists also of Year 1 pupils the class roll will rise to twenty-seven and this will produce greater problems on the use of space for these activities providing a considerable challenge for the teacher.
28. In Key Stages 1 and 2 examples of very good teaching were observed in Years 1, 4, 5 and 6. The key features of these lessons are the very good subject knowledge of the teachers, the challenging questioning and the work that is planned to meet the needs of all abilities. These lessons also show very good management of the pupils, expectations of high standards of behaviour and a clear and systematic approach to the lesson content with high expectations of what is to be achieved within given time limits. The teaching was lively as, for example, when pupils were studying the life of Robert Louis Stevenson they were given interesting tasks to complete which they tackled with enthusiasm, or in the session when pupils were asked to write instructions on various activities which had to be completed before the end of the lesson. A feature of these lessons is also the use of time in the plenary when pupils are expected to share their thoughts and ideas on the activities they have been engaged upon. This is leading to increasing expectations amongst the pupils as to what they are capable of achieving.
29. Teachers have good expectations of behaviour and there are very few occasions when pupils' behaviour in lessons has to be checked. Teaching is with assurance and expertise and knowledge of all subjects taught is good, although a current priority in the management plan is to further develop expertise in information technology (IT) through a more detailed scheme of work and more opportunities to use IT. There is also the need to increase expertise in some aspects of physical education. Marking of work is very well carried out in classes where the teaching is of very good quality but this is not consistently applied across the whole school. For example, the marking of work relating to extended writing in these classes ensured that pupils are not only assessed on their work, but are given advice on how further improvements might be made.
30. Where the teaching is satisfactory but not rated good, the introductory session of the lesson is frequently too long leaving insufficient time for small group or individual learning activities to be completed satisfactorily within the lesson. This also has the drawback of loss of time for assessing the progress pupils have made in the lesson and for pupils to share their work with others in the plenary.
31. Resources are used well although there are times when information technology is not used appropriately especially when developing and extending knowledge and skills. The library is also under-used, particularly in promoting independent learning skills with older pupils.

32. Formal assessments are carried out regularly and these, together with good quality record keeping and careful analysis of test results and with the close relationships established with parents, provide teachers with a good knowledge of pupils' progress and of their individual needs. Teachers give pupils praise for their efforts and in discussion identify aspects which could be improved further. Praise is well founded and is given only when fully justified, to cover improvements made or for particularly good pieces of work which are well presented. Work is attractively displayed and all teachers take care to ensure their classrooms are well resourced with aides to learning readily available. Pupils are taught from Year 1 onwards how to work independently when required, though they do not have enough opportunity to do so.
33. Homework is given in all classes. A reading checkbook is in operation but there are no specific homework diaries used throughout the school. Parents recognise the importance of homework, especially in Year 6, but feel that this has been insufficient in the past. The recently introduced home/school agreement and homework agreement has been well received and will further aid the development of extended learning activities.
34. The teaching of pupils of lower attainment and those on the special educational needs register is well carried out but there is considerable scope for extending the learning of the potentially higher attaining pupils. Recent emphasis has been on raising attainment in order to meet the national average at Level 2 and Level 4 at Key Stages 1 and 2. Although it is a priority to raise attainment levels in English, there is now scope to recognise the particular needs of higher attaining pupils and this is a key issue for action.
40. **The curriculum and assessment**
35. The unsatisfactory progress towards the writing of subject policies and schemes of work, noted in the last report, has been successfully addressed. All policies are now in place having been appropriately agreed by the governing body. Schemes of work for all subjects are suitably implemented and form the basis of the school's effective curriculum planning.
36. The curriculum for the under-fives is well planned and is based upon the Desirable Learning Outcomes. The varied curriculum offered by the school for these children, in most areas of their development, provides a solid foundation for learning and leads appropriately to the National Curriculum. However, aspects of the accommodation make it difficult to provide regular access to creative activities, for example role-play. The lack of an outside area, as a natural extension to the classroom, with large wheeled and other apparatus also restricts regular opportunities for the development of such skills as balancing and climbing. This lack of provision hinders the opportunities for child-initiated activities and aspects of their physical and creative development. The under-fives curriculum is well planned; it allows the children to make good and continuous progress overall.
37. The school's curriculum is broad, balanced and relevant and meets the legal requirements of the National Curriculum and religious education, with the exception of the extent of some aspects of information technology which have yet to be implemented, for example data handling and modeling. The governing body has agreed a suitable policy for sex education, which is delivered predominantly through the science curriculum. The school has correctly placed an emphasis on the core subjects of English, mathematics and science and provision for these subjects has been strengthened. The time allocated to subjects is appropriate allowing the pupils to develop intellectually and physically. A recent development to provide time, not directly allocated to specific subjects, for extension and presentational activities is a useful and successful initiative, for example it provides opportunities to welcome visitors to the school, such as the vicar to extend work in religious education, and for a class to produce a co-operative wall display.
38. The special educational needs policy meets statutory requirements. All pupils, including those with special educational needs, have equality of opportunity in, and equal access, to the curriculum. The overall provision for pupils with special educational needs is sound. The special educational needs co-

ordinator, who is the headteacher, effectively ensures appropriate provision is made for these pupils. Plans have already been made for this provision to be improved in the very near future by the headteacher working with special needs pupils. This is an important and useful initiative.

39. The necessity of mixed age and cross key stage classes provides a challenge to the school to ensure continuity and progression in pupils' learning. The school successfully meets the challenge by reconsidering the whole basic school's curriculum framework on an annual basis. This provides an opportunity to ensure that the pupils' knowledge, understanding and skills grow continuously and progressively, with appropriate reinforcement but without unnecessary repetition. The schools' medium-term plans identify learning objectives, which are generally well refined in the class teachers' short-term plans. This work has a positive impact on standards and represents a significant improvement on the last report this being a key issue at that time. However, the current planning cycle does not yet provide for a formal evaluation of learning objectives in the light of experience and subsequent modification to the scheme of work.
40. Planning is generally effective in meeting the needs of all pupils. The teachers' short-term plans match work to the needs of a range of groups or individuals within the class by setting a number of suitably targeted learning objectives. Those pupils with special educational needs have targets set for them in their individual education plans, which are clear, sufficiently specific and quantifiable. They are reviewed regularly on a half-termly basis, with new targets set as appropriate. This process is effective and ensures these pupils make at least sound progress towards their targets. Currently the higher level attainers are not identified on the special educational needs Code of Practice register and provision for these pupils is not adequate.
41. A good range of extra-curricular activities, which include netball, football, country dancing, orchestra, gymnastics, recorders, choir and art and reading clubs, enhances the pupils' development and experiences. These opportunities have a very positive impact upon the pupils' development.
42. Assessment was a key issue in the last report; the school now has an effective procedure for assessing pupils' attainment. During the planning of the curriculum key objectives for learning are identified. These may be at the end of a theme or particular topic or in the shorter term if, for example, the teacher is assessing the pupils' ability to carry out a scientific investigation. Practice is consistent throughout the school and greatly assists in building up a picture of an individual pupil's progress. Daily and effective assessments are made of pupils' progress which impacts well on the teachers' future planning. Overall assessment is greatly assisted by the creation of a portfolio of pupils' work which has been graded or 'leveled'. All these measures represent a significant improvement on the position noted in the previous report. Systems for formal assessment of English, mathematics and science through statutory and standardised testing are in place and the data is used to identify groups who require additional support and strengths and weaknesses in the curriculum provision. There is now a marking policy but the standard of marking is inconsistent
48. **Pupils' spiritual, moral, social and cultural development**
43. The last inspection report concluded that the school actively promoted the spiritual, social, moral and cultural development of its pupils and that the development of a multi-faith and multi-cultural perspective in the curriculum was a developing strength of the school. The development of moral and cultural development has improved and these aspects of pupils' education are now particularly well developed. Spiritual and social development remain satisfactory but planned opportunities for pupils' spiritual development in lessons are infrequent and follow no clear plan or policy. There are good elements to encourage pupils' social development within lessons.
44. Spiritual development is fostered, but not in a planned way and hence opportunities are sometimes missed for developing pupils' spirituality. There are, however, opportunities for genuine awe and wonder, such as in Reception when the teacher unwrapped a christening candle. Assemblies make some contribution to pupils' spiritual awareness and time for quiet reflection before a prayer is an important

part of the act of worship. Circle time sessions are well developed and used consistently well through the school. In these sessions pupils join together for a special thoughtful time when they discuss sensitive issues and share positive characteristics of individual class members.

45. The provision for pupils' moral development is good. There is a positive code of behaviour and the reasons for rules and routines are carefully explained. Class rules are also drawn up after discussion, so that routines are clearly understood and followed. The pupils are reminded and encouraged to have a strong sense of right and wrong and they respond appropriately. The school promotes positive values and principles; for example, by regularly reinforcing good attitudes to work and behaviour through the awarding of certificates in good work assemblies, it provides an atmosphere in which pupils' moral development is supported. All adults in school treat pupils fairly and provide good examples of mutual respect. Teachers provide many opportunities for pupils to consider moral issues, such as friendship and how to deal with disappointments.
46. The provision for pupils' social development is satisfactory. Pupils are supported well and pupils of all abilities and both genders are encouraged to relate well to each other. This is clearly demonstrated in lessons such as physical education, numeracy and design and technology when pupils are given good opportunities to work together co-operatively. However, opportunities for pupils to work independently are limited. The library is not used effectively for independent study and pupils have too few opportunities to take responsibility for their own learning. All pupils are encouraged to be aware of the local community and gain good experience from their involvement with the local festival and their Christmas service in the local church. Older pupils also benefit from a residential visit to a centre on the Norfolk Broads. However, they do not take on planned extra responsibilities to enable them to play an increasing role in the life of the school.
47. Pupils' cultural development is well fostered by the school's religious education policy which gives pupils valuable insights into the multi-faith society in which they live. Geographical projects also help to enhance this knowledge. A programme of topics extends their awareness of life outside their home and school. Involvement in the Norfolk Coastal Project and the school's involvement with North Creak Abbey give pupils a good understanding of their cultural heritage. Pupils' cultural development is enhanced through literature but opportunities to develop their multi-cultural awareness are overlooked in music, art and dance.
48. Assemblies are carefully planned on a weekly theme, are well supported by a changing display and meet statutory requirements. Good work assemblies positively reinforce the school aims and reward pupils for good behaviour and effort.

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

49. The provision made for the support, guidance and welfare of pupils is good. This aspect has improved since the last inspection. Pupils enjoy coming to school and are cared for by a committed and hard-working staff who understand their individual needs well.
50. The children who are under five are happy and well cared for during their time in school. The transition from the adjacent playgroup is managed well and they settle quickly and learn the routines of their new classroom. They are encouraged to develop good social skills and interact effectively with their older classmates. There are good systems for monitoring the children's progress which effectively identify their individual strengths and weaknesses and allow their teacher to plan appropriate support and challenge. There are appropriate strategies to deal with any disputes that may occur between the children and these are carried out consistently and fairly.
51. At Key Stages 1 and 2, the procedures for monitoring individual pupils' academic progress and personal development are good overall. Although there are some inconsistencies in practice between year groups, for example in monitoring progress in reading, the information gathered from testing and from day-to-day assessment is used effectively to identify pupils who may need extra support in certain aspects of

their learning. This allows class teachers to plan to address these shortcomings in future lessons. Higher attaining pupils are grouped together for mathematics and English; however, they are not always sufficiently challenged to enable them to achieve higher levels of attainment. Although the marking of pupils' work is variable, several pupils consider that the teacher's comments are helpful in providing them with information on how well they are doing and identifying where they may be going wrong. The very good relationships between the pupils and their class teachers ensure that pupils are valued for their individual achievements and attributes and this gives them the confidence and reassurance to concentrate on their learning. Liaison procedures with local secondary schools are effective. Pupils with special educational needs receive appropriate support, supplemented by access to appropriate outside support agencies.

52. Procedures for monitoring pupils' attendance are good. Registration takes place promptly and there is a friendly start to the day. The attendance registers are checked daily by the school secretary and any concern over absence or lateness is followed up swiftly. Pupils who arrive after 9 am in the morning are required to report to the school office where the reason for their late arrival is noted. The headteacher also checks the registers on a regular basis and the school is well supported by the education welfare officer when the need arises.
53. Although there are few formal procedures for recording incidents of poor behaviour, if a pupil persistently offends he or she is required to report at regular intervals to the headteacher and an individual record is kept of progress during this intensive remedial process. Talks with pupils indicate that they consider that this system works and that individual behaviour is modified as a result. Each class has formulated its own simple class rules and the majority of pupils are well motivated by the positive systems of rewards and praise. All staff have a consistent and fair approach to pupils' behaviour and pupils clearly understand the school's expectations with regard to their conduct and discipline. The effectiveness of these procedures is evident in the good behaviour of the pupils both in the school, in the dining hall and in the playground. This contributes well to the happy atmosphere in the school and has a positive effect on pupils' attainment and progress. Bullying is not an issue at this school, but there are good procedures to deal with any incidents should they occur.
54. The school's provision for promoting the health, safety and well being of pupils is good. The headteacher is the designated member of staff for child protection. He has received appropriate training and the school follows local guidelines. Staff awareness of this issue is good and confidential records are kept. An annual risk assessment is carried out and regular inspections are undertaken by the governors' health and safety committee. The mid-day break is well organised and there is a very pleasant atmosphere in the hall at meal times which fosters good social skills. The school provides pupils with basic sex and drugs information through the science curriculum and there are plans to extend these aspects of their education within a structured personal, social and health education policy. Currently, the sex education provision is supplemented in Year 6 with focused age appropriate information and the involvement of the school nurse. Fire drill is carried out successfully each term, although it is not recorded formally in a fire log. The provision for first aid is good and pupils with known allergies are well provided for. The building is a clean and pleasant environment although the toilet facilities, whilst adequate, do not reflect the ethos of the rest of the school.

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

55. The school has a good relationship with parents. The mutually beneficial links that the pupils enjoy with the local community are very good and are a strength of the school. This situation represents an improvement since the last inspection and is an indication of the importance placed by the school on parental and community involvement in the life of the school.
56. The quality of information provided for parents about the school and the activities taking place is good. There is a regular and well-presented newsletter, which keeps parents up-to-date, and the school ensures that each family actually receives their copy by including a reply slip. Should this not be returned, a second copy is sent out. The prospectus is a clear and practical introduction to the school and the annual governors' report for parents, although not fully meeting statutory reporting requirements, is a

useful record of the school's achievements and activities. The annual report on pupils at the end of each year has improved since the last inspection. It covers all subjects of the National Curriculum and has a section specifically to identify future targets for improvement. The text details what each pupil has achieved and the recent inclusion of a breakdown of test results in English and mathematics for Years 3, 4 and 5, indicates a pupil's level attainment in relation to his classmates. This gives parents a clear view of whether their child is on course to achieve the required level in the standard assessment tests. Several parents commented favourably on the improvement in the reports both at the parents' meeting prior to the inspection and during the inspection itself. As well as offering parents two opportunities for formal consultation on their children's progress during the year, there are half-termly drop-in sessions, which are popular and valued by parents. Many parents commented that they feel very welcome in the school and are confident that they can approach staff at any time if they have a concern about their child. The school has arranged presentations on literacy and numeracy and parents of reception children have the opportunity to attend a meeting on baseline assessment in their child's first term. Parents of children with special educational needs are kept well informed about their child's progress and are involved in the decision making process.

57. Parental involvement in their children's learning is good. The school has consulted them prior to the introduction of the Home/School Agreement and has taken note of parents' views. Parents help in class with practical activities and reading and many volunteer to accompany visits. Most parents read with their children at home and the reading diaries, particularly in Key Stage 1, show a useful dialogue between home and school. The Friends of Burnham School run a variety of very successful social and fund raising events. The significant monies raised are used to supplement resources. For example, they have recently purchased a video camera, audio equipment and extra books and helped towards the playground resurfacing and development project. This enhances the children's experience of school life and their support is greatly valued by the school.
58. The school has very good links with the local community. The children visit the local church as well as other amenities in the area in support of their learning. They take part in community activities, for example, the village flower show and turning on the lights at Christmas. The choir sings to the elderly residents of the village at Christmas and the school's sports teams participate in competitive sport against other schools. The school provides space for the privately funded playgroup which serves the community well. It also provides facilities for several community groups as well as night school classes. The children successfully raise money for national charities and the school is fortunate to benefit from the generosity of local charities. For example the Wells' Lions contributed a substantial sum towards re-surfacing the playground and the Burnham Craft Fair regularly donates significant funds to the school. Local businesses generously provide raffle prizes for Friends' functions.

64. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

64. **Leadership and management**

59. The school's management has been instrumental in the many changes which have occurred since the last inspection and the visit of HMI in November 1997. The key issues noted in the last inspection have all been successfully addressed although the headteacher and governors acknowledge that there is still much to do, especially in raising attainment levels in English at Key Stage 2 and in information technology throughout the school.
60. The headteacher provides positive leadership and has a clear vision for the school's development. At present, there is an acting deputy headteacher as the previous post-holder left the school before a replacement could be appointed. Although early in the term, there is strong evidence that she provides a very good role model for class teachers and is also assisting the headteacher in the management of the school. The headteacher is also assisted by a very committed governing body which closely monitors every aspect of the life of the school, especially the teaching and learning. Responsibilities within the governing body are clearly designated with all governors having a subject or aspect 'special interest'. There are four sub-committees who meet regularly to review curriculum developments, finance, personnel and health and safety (premises) issues. Governors see their roles as that of a critical friend of

the school and in providing a strategic view of future developments. They are very well informed of the current situation and are instrumental in providing very good advice and guidance to the headteacher.

61. The positive leadership and open management provided by the headteacher have resulted in all having a clear vision of the current and future direction of the school. Parents are especially complimentary about the recent improvements made by the headteacher and staff, particularly with the 'drop-in' sessions and in the format and information in the formal reports. In addition, there has been a considerable improvement in behaviour and discipline and this is attributed to the leadership of the school and efforts of all the staff. All members of staff have subject responsibilities and co-ordinators are expected to manage their responsibilities and provide subject guidance as required.
62. Central to the management of the school is the management plan for the current year which contains a review of the previous year and outline plans for the future. It is a comprehensive document, outlining in detail developments which have been made and a critical appraisal of what more needs to be done, this forming the basis of the current plan. The plan is further informed by expectations relating to governors' priorities and developments. The result is a well thought out list of priorities, which the school is addressing in order to improve the quality of teaching and learning. Each half term reports are provided by the governing body on progress towards achieving these targets. All members of staff have a shared responsibility to see that targets are being met. The need for a central management plan was a key issue in the last report and has been successfully addressed.
63. The quality of support and monitoring of the teaching is developing well. Four of the seven teaching staff are relatively new to the school; of these, three are recently qualified resulting in some cases of curriculum responsibilities being only designated during the past year. However, all are aware of their responsibilities through their clear job descriptions and through the appraisal process. Monitoring of teaching is carried out by the headteacher and members of the governing body with an agreed focus and a shared protocol with the teachers. Plans are well advanced to ensure all members of staff have the regular opportunity to observe teaching and to monitor learning in their subject responsibilities. This will be an extension on their current monitoring which largely deals with medium and short-term planning. In these ways all who are involved in the school are aware of the progress being made in the teaching and learning.
64. The headteacher is the special educational needs co-ordinator. Provision for these pupils is sound and management is satisfactory being an improvement since the last inspection report when this was a key issue. The requirements of the Code of Practice are being well met and plans are in place to further improve the provision. The policy is clear and well implemented. The governing body recognises its role in providing good quality provision and the governor responsible for mentoring special needs is knowledgeable about his responsibilities, closely monitoring the provision. Additional support is provided by learning support assistants but for some the provision of additional training in this aspect would strengthen their contribution.
65. The school has a clear set of published aims, which are reviewed regularly. A co-operative team of teachers has been created who are united by a common vision. Parents, governors and the local community are increasingly involved in the life of the school. Pupils live and learn together and there is a strong commitment to provide equal opportunities for all. In addition there is a care and concern to further raise standards through the provision of a variety of experiences for pupils to acquire the required skills and concepts, for example through the appointment of two support assistants to improve standards in English.
66. Administration of the school is well carried out in an effective and unobtrusive manner. Communication within the school and within the governing body is effective and ensures that all are aware of developments. The secretary ensures adequate resources are readily available and this assists in promoting a satisfactory quality of education. The school is very well maintained by the caretaking staff. It is a very friendly and warmly welcoming school. The governing body fulfils its statutory requirements, except in respect of some minor details in the prospectus and annual report, all of which have been notified to the school.

67. Since the last inspection, the headteacher and governors have successfully addressed almost all of the areas raised as key issues. Subject policies and schemes of work have been provided and a sound practice for assessment has been developed. Management roles have been well implemented. Resources have improved. In the quality of teaching there are now no significant shortcomings, although the school recognises the need to further improve the teaching of written English and of information technology. With the appointment of a deputy headteacher, the management of the school will be further strengthened and will have a good capacity to bring about more improvements, particularly in meeting the challenging targets set for the school to achieve.

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

68. The number, qualifications and experience of teachers and other classroom staff, enable them to meet the demands of the school curriculum. The small teaching timetable of the headteacher, creates release time for subject managers on a rolling programme. This initiative is leading to some satisfactory monitoring across the curriculum and particularly in literacy and numeracy. Whilst the headteacher does not have regular teaching commitments, he was involved in the “booster” groups last year and this resulted in improvements in attainment in mathematics at Key Stage 2.

69. Support staff working with pupils on the special educational needs register and in Reception are experienced but, due to lack of recent training, are not appropriately qualified for their varied roles. This is particularly noticeable in the areas of assessment and questioning, where valuable learning opportunities are sometimes missed.

70. The school has a satisfactory induction policy for new teachers to the school, which builds directly on the career entry profile. However, due to staff illness last year, the induction course for the newly qualified teacher was disrupted and the school unsatisfactorily supported some elements of it. The arrangements for in staff training are successfully incorporated into the corporate needs of the school as identified in the school development plan. The school has good arrangements for the professional development of its teaching staff. The yearly cycle of interviews is effective in meeting the needs of individual teachers but its long-term effectiveness cannot be judged as no targets are set and no follow up meetings are planned. Despite this, staff feel that these arrangements have contributed significantly to improvements in their subject knowledge, particularly in literacy, numeracy and elements of classroom organisation. Due to the concentration on numeracy and literacy training, there are occasions when identified staff needs have not been met through school in service training, such as in design and technology where staff lack of subject knowledge in certain elements has not been addressed.

71. Except for the under-fives, the accommodation is spacious, both inside and out and allows the curriculum to be taught effectively. The school also houses the local playgroup; the position of this room does lead to interruptions for pupils working in the corridor areas when parents and siblings collect children at the end of the session. Although there are good links between the nursery and Reception, these are not helped by the geographical position of the two classrooms. Cloakrooms are spacious and do not constitute a risk to the safety of pupils. Outdoor facilities are very good. The newly fenced playing field provides plenty of space for games and athletics and is complemented by good size playgrounds for both rigorous and quieter activities. Imaginative playground markings further enhance the quality of pupils’ play. The school has a well-developed nature area and pond, which are being increasingly integrated into the science curriculum. However, there is no discrete play area for the under-fives, which means that when children play occasionally with small apparatus in the playground, it has to be under the supervision of the classroom assistant.

72. Displays around the school successfully celebrate pupils’ achievements and illustrate many aspects of school life. The weekly display that goes alongside the assembly theme is of particular interest to pupils and raises their awareness of the current topic. The building is clean and bright and the caretaker and cleaning staff make a significant contribution to the overall appearance of the school.

73. The overall quality and range of learning resources to support the curriculum are satisfactory and have improved in science and design and technology since the last inspection. In information technology, the school has an adequate number of computers but lacks a range of programs to develop pupils' learning across the curriculum. Resources are very good in music and good in physical education but are only just adequate in geography and history. The hall storage problem, a key issue in the last inspection report, has been successfully addressed. The school's central library has an appropriate range of non-fiction books, with some notable exceptions in humanities and art, but these are not used effectively to support pupils' independent learning. Apart from a lack of suitable computer programs, resources to support the learning of pupils with special educational needs are satisfactory overall. The school hall is large, airy and provides good accommodation for physical education and as a meeting place for the school.

79.

The efficiency of the school

74. Financial planning is good and the governors make a significant contribution to the various processes involved in managing, monitoring and evaluating the budget. Good account is taken of future needs, pupil numbers and known commitments in allocating the budget. Resources are allocated appropriately to fund the actions needed to meet the targets prioritised in the school development plan. Governors base their financial planning on sound data and projections, making their decisions on sound educational principles. They are aware of the financial implications of the projected falling roll and have taken prudent decisions to maintain staffing levels and class sizes for as long as possible. The last inspection identified as a key issue the need to implement procedures to monitor and evaluate financial and management decisions. Spending patterns are routinely monitored and the effectiveness of financial and management decisions will be evaluated in the light of the achievement of targets set. The recent appointment of the school secretary to be a governor and a member of the finance sub-committee reflects an awareness of the critical nature of financial planning over the next few years. This represents an improvement since the last inspection.
75. The school makes effective use of the funds its receives for pupils with special educational needs and has used the literacy and numeracy funds appropriately.
76. Financial control is good. Regular reports are provided to enable governors to monitor patterns of expenditure. There is a detailed internal financial procedures policy which governs day-to-day financial procedures. However, the school has not been audited for almost four years. Daily administrative procedures and routines run smoothly.
77. The teachers are appropriately deployed and the support staff are used effectively to assist the pupils to make progress. Some areas of the accommodation are not used to optimum efficiency. For example, the Reception/Year 1 classroom does not provide easy access for the children who are under five to regularly enjoy all aspects of their curriculum as their present accommodation is too restricted: the library area is not conducive to regular use by groups or individuals. Learning resources are generally used well in classrooms. However, the efficient use of the available subject resources is limited by the lack of an up-to-date inventory. This is particularly obvious in history and geography. The caretaker, cleaning staff and mid-day assistants carry out their work conscientiously and have a good effect on helping the school to run smoothly. Effective use is made of the locality and the quality of learning is enhanced through visits and visitors to the school.
78. Taking into account:
- the average attainment of pupils on entry to the school;
 - the good standards achieved in Key Stage 1;
 - the good standards of teaching;
 - the good standards of behaviour;
 - the below average attainment in English at the end of Key Stage 2 and average attainment in mathematics and science;

- the fact that very few pupils achieve the higher levels of attainment at both key stages; and
- the average unit cost per pupil

the school provides satisfactory value for money.

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

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

1. Children are admitted to the reception class in September for those with autumn birthdays and in January for those with spring and summer birthdays. At the time of the inspection there were five children of reception age in a class of 17 Reception/Year 1 children. A wide range of attainment is represented in the school's intake, with most children entering the reception class with skills in line with those expected for their age. Provision for children under five is mainly good and they make good overall progress in most areas. By the age of five, the majority of children have attained the Desirable Learning Outcomes specified in national guidance in all areas of learning and a minority of children exceed expectations in personal and social development, language and literacy and knowledge and understanding of the world. Because of the small number of children in some intakes, it is not possible to reliably identify trends in attainment over time. There is no significant difference in the progress of children of different gender or backgrounds. Children with special educational needs are accurately assessed by the teacher, set appropriate work and make resulting good progress.
2. The management of children under five is good. The governing body is committed to providing a good start for children when they join the school. To this end they allow a part-time playgroup in the school building. However, the close liaison between the playgroup and Reception is hampered by the fact that the classrooms are not adjacent. The class teacher successfully puts into practice the school's principles and aims and enjoys a high level of parental support. A long serving classroom assistant helps her in this role. Curriculum planning is based on county guidelines and is appropriately structured around the six areas of learning with appropriate arrangements for children's transition to their full National Curriculum entitlement. Assessment procedures are good and are used well to inform planning and to promote individual pupil's progress.
3. Resources are sufficient for the delivery of the curriculum but they are not all easily accessible. The classroom is adequate for the present number of children but access will be more restricted when ten new children join the class in January. Children do not have access to a secure outdoor area and this restricts their opportunities to participate readily in activities which require space and expansive movement. The teacher is appropriately qualified and regularly attends in service courses. However, her classroom assistant has not attended any training courses during the last three years and, as a result, does not have skills in important areas, such as questioning children and helping them to develop their creative activities.
4. The previous report noted that standards of learning of children under five were sound with some achieving above average standards. Inspection findings indicate that the early years provision has been successfully maintained and provides children with a firm base for future learning.

88. **Personal and social development**

5. Nearly all children previously attended the nursery school which is housed in one of the school classrooms. As such, these children easily make the transition into the reception class and make good overall progress in their personal development. They have a positive attitude to school and come in eagerly and confidently. They behave appropriately and have a good understanding of the class rules. Good effort certificates, which are awarded in assembly, encourage children's good behaviour and good manners. They are polite to adults, including visitors and show respect and consideration for others. Most children co-operate well and take turns when using the sand tray and the construction equipment. When working, children show good levels of developing independence; this is clearly shown when they go to the writing area as part of their free choice activities. They are interested in what is going on in the classroom and are keen to respond when asked questions. Particularly impressive was the interest shown during a circle time session when a teacher passed round a christening candle which caused genuine awe and wonder amongst the children. They treat living things carefully and all take turns in looking after the class goldfish. They show good concern for their classroom environment and are keen to help clear up after a practical activity. They are developing good personal independence, such as when they

work on the computer unaided, change for physical education lessons on their own and wash their hands before lunch. Children attend the whole school assembly, entering and leaving the hall sensibly and sitting still and attentively throughout.

6. The teaching of personal and social development is good. The teacher has high expectations of the children's involvement and behaviour. Routines are quickly established for children new to the class and effectively support children's sense of security and growing confidence. When a good pace to lessons is maintained, short tasks successfully maintain children's interest. However, when children sit on the carpet for extended periods of time, such as in circle time sessions, some become restless and their attention wanes. The teacher and classroom assistant work together as a team. They are generally consistent in their positive approach, encouraging all children to work and play together.

90. **Language and Literacy**

7. By the time they are five, children's language and literacy skills are in line with those expected for their age, with a minority children achieving higher standards. Most children talk confidently and make themselves understood by adults and their peers. For example, one child in the show and tell session, described what an island was and was in turn questioned by one of his peers. They act out parts in the home corner and take on different roles. However, children's speaking and listening skills are not always encouraged because of the unimaginative setting of this area. Children enjoy building up their knowledge of letter names and the associated sounds. All children recognise their own name and those of some of their friends when they take their name off a wall display for self-registration. Children enjoy books. They know that pictures and words have meaning and some are beginning to recognise familiar words. Most children enjoy predicting what will happen in the stories they are reading and also enjoy retelling short stories in their own words. All children are beginning to write their own name, with higher achieving children including a capital.
8. The teaching of language and literacy is good and this leads directly to children's sound speaking and listening skills. Many opportunities to expand and develop children's vocabulary are incorporated into the daily routines, such as in regular story sessions, and their contributions are encouraged and received. As a result children take a great pride in using newly acquired words such as font and christening. The use of a puppet in circle time inspires children to share with their group why they believe the tiger is unhappy during school lunchtimes. The classroom assistant is effectively deployed to give additional individual support to the youngest children.

Mathematics

9. Children under five make satisfactory progress in mathematics. Mathematical skills are well developed through a range of activities and mental exercises. By the time they are five most are likely to obtain the national standards and some are likely to exceed them. Children recognise numbers up to five and use counting songs and number rhymes with numbers up to 12. They sort according to colour and shape, such as when making a multi-coloured sequenced necklace using beads. They are beginning to solve practical problems through activities, such as laying the table for a teddy bear. The higher achieving children add and subtract one accurately and relate how many are left. They begin to show awareness of number recognition when using a computer program to count the number of bricks.
10. Most aspects of mathematics teaching are good and the lessons well planned. However, children's progress slows when they work with the classroom assistant, who does not have the necessary subject knowledge to develop their mathematical thinking.

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

11. In this area of learning children make good progress overall and by the time they are five, a minority exceed the national standards for children of this age. The children gain a sense of history by talking about their family, past and present in the Monday speaking and listening sessions and also by following

the “Myself” topic. They successfully explore features of living things when they sort animals into flying, walking and swimming sets. The children’s body books shows clearly that they understand that, whilst they are the same, they are also different. They are encouraged to ask why things happen and now know that when they run their heartbeat increases. Children quickly gain confidence in the use of information technology; they use a tape recorder and the computer competently and handle the mouse and keyboard with growing independence, such as when using the “Talking Books”.

12. The teaching of knowledge and understanding is good. Lessons are well planned, appropriately structured and have useful plenary sessions where children’s understanding is consolidated and their speaking and listening skills carefully extended. Thoughtfully prepared resources and well-planned activities stimulate children’s interest, imagination and learning.

Creative development

13. Children make satisfactory progress in their creative development so that, by the time they are five, they attain standards in line with those expected for their age. The recent intake of children will not experience technology until after half term but they use scissors for cutting, when making three dimensional models and different colours of paint for their self-portraits. They enjoy working independently and in pairs in the sand tray. However, their creative play using water is very limited due to this medium only being available in the summer term. They show an increasing ability to listen to music, clearly demonstrated in assemblies and enjoy music in the background in the classroom when working. Children have access to untuned percussion and enjoy composing their own tunes. The children’s “Five Senses” topic covered earlier this term has helped them to respond in a variety of ways to what they see, hear, smell, touch and feel. However, their imaginative play is less well developed; for example, children do not readily use the dressing up clothes for role-play.
14. The teaching of creative development is sound and a range of relevant opportunities is planned which enables children to represent their ideas in a variety of ways. However, the quality of children’s creative play is unsatisfactory when children are left for too long without the stimulus and direction of teacher input. There is also restricted access to some of the creative materials in the classroom, such as the dressing up box and this too diminishes the quality of their creative play. Aspects of accommodation also restrict creative activities, for example in the use of sand and water, as the classroom space is limited.

Physical development

15. Children make satisfactory progress overall in their physical development and by the time they are five their skills are in line with those expected of their age. Most make good progress in pencil control and use scissors and small tools with satisfactory levels of control. They are beginning to use space imaginatively and show increasing control and co-ordination, such as when throwing balls to a partner. They show good confidence when using the climbing apparatus but, due to limited opportunities, they make slower progress in increasing their skills when using the range of small equipment, such as tricycles and pedal cars. They have restricted access to tools and this limits their work in the design and technology area. However, they enjoy working with play dough and plasticine and show increasing control in this work.
16. The teaching of physical development is satisfactory, particularly in the classroom and in hall times. Children’s restricted access to small play equipment and the absence of specialist input in this area, results in this part of children’s development being unsatisfactory. The lack of a suitable outside play area as a natural extension to the classroom also restricts the development of balancing and climbing skills.

100. **THE CORE SUBJECTS**

100. **English**

100.

17. In the 1998 Key Stage 2 tests for eleven-year-olds, attainment was well below average and well below that of schools with a similar percentage of pupils eligible for free school meals. At the age of seven, attainment in reading and writing was well above average and well above average for similar schools. Teachers' assessment of pupils' speaking and listening skills shows attainment to be above the national average.
18. An analysis of the school's test results over a three-year period shows that at Key Stage 1 there has been a steady improvement in standards. At Key Stage 2 standards rose from a low level in 1996 to just below average in 1997. Results declined in 1998 to a level marginally above the 1996 level. Compared with standards at the last inspection, insufficient progress has been made in improving writing skills and this continues to be unsatisfactory.
19. At present it is not yet possible to compare the most recent assessment tests in 1999 with national figures or those from similar schools although the results of the 1999 assessments indicate levels which are on average slightly below the previous high levels at Key Stage 1 and some small improvement of two per cent at Key Stage 2. Careful analysis of these results has taken place by the headteacher, governors, staff and the local authority and findings are recorded and circulated. The low Key Stage 2 results are attributed to the fact that last year's Year 6 pupils had a succession of teachers over the previous two years due to teacher absence; with some pupils experiencing ten teachers in that period. Year 6 pupils continue this uncertainty as they are being taught at present by a teacher on a one-term appointment. In addition, analysis of past results has caused the school to focus more on spelling, writing for a variety of purposes and on comprehension, which is beyond the literal. Extra help is being provided for the pupils in Years 3 and 4 by the designation of two additional literacy support assistants to the school.
20. Listening skills for pupils in Key Stage 1 are good and their speaking skills are satisfactory. Pupils listen to their teachers, other adults and to each other with care, being taught to listen carefully to instructions so that they can quickly get on with their work. They are also taught independence through established classroom routines. When a child said, 'I haven't got a pencil' he was quickly told, 'well, you know what to do about it'. In literacy lessons when they are given independent or group learning tasks they know what to do because they are taught to listen carefully. When speaking, they are learning to answer in extended sentences and to give reasons for their response. A few pupils with special needs have a limited vocabulary and they find difficulty in expressing themselves with clarity. They are encouraged to enlarge their vocabulary, especially during literacy lessons and also in other lessons, for example in music when they are taught rhyming patterns. All pupils are being taught to listen carefully and to speak clearly as an aid to developing spelling and phonics in reading. Most pupils by the age of seven have the confidence and language to express themselves clearly, with a majority using tone and expression when reading text. Some pupils are beginning to be aware that in some situations a more formal vocabulary is required.
21. At Key Stage 2, listening skills are further enhanced with pupils gaining an ability to listen to other's points of view, then making contributions and asking questions in response. The oldest pupils are acquiring the skill of engaging the listener through the use of tone, voice modulation and persuasive expressions. In studying poetry, they are being taught to make use of these methods to convey feelings, for example when using 'Up the Attic' as the class book as an exemplar. However, insufficient opportunities are available for pupils to express themselves from a prepared script to a wider audience, for example in assembly and generally through role-play and drama. Progress in listening is good and it is satisfactory in speaking. Throughout the school pupils are taught to listen with care and respect but standards of spoken English are not developed sufficiently across all age groups and this is a key issue for the school to address.

22. Progress in reading at both key stages is satisfactory. Suitable emphasis is placed on the teaching of reading and most pupils enjoy reading for pleasure and information. Emphasis is placed on a thorough grounding in phonics and pupils are taught elements of word recognition. There is a weekly list of words which pupils are expected to recognise and objects around the classroom are suitably named for pupils to develop word association. Pupils at Key Stage 1 are taught to point to words being read and to use illustrations to aid reading and understanding of the story. Pupils in Year 2 recognise most initial letter sounds and predict with accuracy. Classroom support teachers and other visitors to the school aid the teaching of reading by hearing individual pupils read although some have had no formal training to aid them in this task.
23. At Key Stage 2 most pupils clearly enjoy reading fiction but reading of non-fiction is under-developed. Although most Year 6 pupils know how to find a non-fiction book using the Dewey classification, the use of the school library by pupils is very limited. Few attend a public library, the nearest being some distance away and thus their access to reading material is limited although a number say that they have many books at home. Higher attaining pupils are able to read an unseen text with confidence but too many find difficulty splitting words into syllables to aid reading unfamiliar words. All pupils are gaining from the group reading during the literacy lesson but a number require further consolidation through individual reading activities. Reading records are kept conscientiously by both pupils and teachers but these are recorded in different locations and are not centralised in one reading record. In this way it is not always easy to assess progress. The reading club, an extra-curricular activity, is aiding the development of reading. At the parents' meeting prior to the inspection, parents felt that reading had improved since the introduction of the literacy strategy. The involvement of parents in reading is making a significant contribution to raising reading standards.
24. At Key Stage 1, progress in writing is satisfactory but at Key Stage 2 it is unsatisfactory. Pupils with special educational needs make satisfactory progress in line with their ability. Opportunities are provided for pupils to write during their literacy lessons and in both key stages additional time is set aside for writing activities. In Year 1, most pupils are making satisfactory progress in acquiring handwriting skills and write legibly by the end of Key Stage 1. They write stories and about events in their lives with a good sense of sequence of events to keep the reader interested. There is evidence of over-use of worksheets at this key stage, some which do not aid progress. Spelling is satisfactory with pupils taught to read over their written work critically and to use their spelling aids whenever necessary for confirmation or clarification.
25. At Key Stage 2 pupils are increasing their technical vocabulary satisfactorily in a number of subjects, for example in music when they use crescendo and ostenato with accuracy. In an imaginative piece of writing on conditions in a workhouse, Year 5 pupils produced good pieces of work, although these tend to be the exception. Pupils do not write sufficiently extended pieces and they work too slowly, being insecure in their knowledge of sentence structure and spellings. In other subjects, expectations, in terms of amount and quality of narrative writing, are not high enough, with too little time given to note taking and recording of events. Pupils are beginning to write using imagery as a Year 6 pupil successfully wrote in his poem entitled 'The Earth'.

'She looks all around our solar system
With her skirt of blue sea
And blouse of green land
And equator for a belt.
She's the third daughter of the sun
Angry with her brother the moon
And joyful with her mother the sun'.

26. Handwriting is generally satisfactory although some pupils do not form their letters correctly. Spelling of some everyday words is not sufficiently secure, particularly with a number of younger Key Stage 2 pupils. Punctuation is being taught to pupils although insufficient emphasis is being placed on correct punctuation with younger Key Stage 2 pupils. Writing in the form of note taking is also under-

developed. Raising standards in writing is a key issue. Progress of pupils is being aided through the adoption of the National Literacy Strategy. Pupils, staff and parents all feel it is improving the quality of learning and has provoked enthusiasm in the pupils. Pupils enjoy these sessions and are eager to learn. They behave well, especially during group sessions but at these times some pupils do not accomplish a sufficient quantity and quality of work. The youngest pupils know not to interrupt their teacher.

27. During discussions pupils listen carefully and respectfully to the contributions of others and readily applaud when the contribution has been particularly good. Plenary sessions are well planned but often insufficient time is given over in plenary for pupils to adequately demonstrate progress made in the lesson.
28. Teaching overall in lessons observed during the inspection was good with very good lessons observed, especially with the older pupils. The introduction of the literacy strategy has been carefully managed and teachers' knowledge and understanding and its use are good, although adherence to the recommended times for the various sections of the lessons is not strict enough. Occasionally, introductions are over-long resulting in plenary sessions which are too short, this being particularly observed in literacy lessons with younger pupils. Increasingly, pupils are being taught to check the grammar and sense of their writing as, for example, in class 5 where time is made available for pupils to read through their writing before handing it in for marking, and this is beginning to develop throughout the school. Teachers' knowledge of the needs of pupils is good and they recognise pupils' common errors, how they occur and what is required to prevent these in future. They are skilled in ensuring all pupils make oral contributions but there is insufficient expectation in ensuring clarity of pronunciation to aid spelling and punctuation in some lessons at Key Stage 2. Lesson planning is thorough although focus on lesson objectives is not always clearly stated. Marking is of very good quality the best examples being when it is clearly stated what is need by the pupil to further improve their work. Classroom assistants are used but they are not sufficiently involved in lesson planning and, although all report back to the teacher at the end of the lesson, their effectiveness is limited. Homework is increasing the competence and progress of pupils in English. It is carefully set and marked by all teachers throughout the school. Although at present the progress of pupils' writing is unsatisfactory at Key Stage 2, the strong team of teachers now teaching at this key stage is improving progress.
29. The subject co-ordinator is enthusiastic and works hard to give a clear direction to the teaching. She is very well supported in her work by the headteacher and governor responsible for literacy. The headteacher and co-ordinator are effectively monitoring medium-term planning and arrangements are in hand for the co-ordinator to regularly visit classrooms in order to monitor the progress of pupils. Procedures for assessing pupils' attainment are good and a school portfolio of leveled work has been developed to aid teachers' awareness of levels in both key stages. Reading tests are administered and analysed carefully and half-term assessments against QCA targets are made, with the results being communicated to parents. In this way pupils are being assessed regularly against national targets and progress is recorded and monitored effectively. Resources relating to the National Literacy Strategy are of good quality and a recent audit of non-fiction books in the library has ensured that books are of good quality. However, the audit has revealed several gaps in provision, which the school is attempting to fill in the immediate future. Library space is very limited and it is difficult to move around the collection, thus, choosing books is unacceptably difficult. Some of the library furniture is old and in need of replacement and there is a need to make this area more attractive.
30. In the last inspection, writing was identified as the least developed of the English skills, particularly at Key Stage 2. This continues to be so, although the school is making strenuous efforts to improve this and all other aspects of English. Standards are improving but are still not as high as the capabilities of the pupils.

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Mathematics

31. In the 1998 end of Key Stage 2 tests for eleven-year-olds, standards in mathematics were well below the national average and well below the national average when compared to similar schools. The unpublished results for the Year 6 1999 cohort, showed a marked improvement over the previous year.

Standards of attainment in the present Year 6 cohort, at the very early stage in the term, show that standards have improved and are now in line with national averages. Standards of attainment from 1996 to 1998 showed a marked decline but the adoption of the National Numeracy Strategy last year has had a significant impact on the raising of attainment. In the 1998 end of Key Stage 1 tests for seven-year-olds, standards were well above national average and well above national average in comparison to similar schools. Results for 1999 show that standards have declined from the previous year. However, the fluctuating size of cohorts makes it difficult to directly compare the results of each year. From 1996 to 1998, attainment rose slightly but was always above national averages. There has been a considerable improvement in standards, particularly in number work, since the last inspection.

32. By the age of 11, pupils have a good understanding of place value and apply this well in their work on decimals. They understand how to multiply and divide by 100 and some above average pupils have a good knowledge of the relationships between decimals and percentages. They have satisfactory skills in addition and subtraction but the majority of pupils have slow recall of tables and this impedes their progress in multiplication and division. Pupils have sound understanding in their shape, space and measure work but there is a weakness in using co-ordinates and lower ability pupils do not have the requisite skills to calculate the areas of two dimensional shapes. Although higher attaining pupils are able to interpret data, some average and most lower ability pupils, because of the lack of the opportunity to use computers, have an unsatisfactory understanding of data handling. A principle reason why the Year 6 work has improved over the last year is pupils' ability to use and apply mathematics that they learn in lessons in problem solving situations.
33. Progress in Key Stage 1 is at least satisfactory and is good in the pupils' understanding of space, shape and measures. Pupils have a sound understanding of numbers and most can count accurately up to 50. The majority of pupils add two numbers together up to 20 and are developing a good understanding of mental strategies in this work. For example, they know that when adding two numbers together they "hold the largest number in their head". There is still some reversal of numbers when they are written down but most pupils write and recall numbers up to 100. Pupils have good understanding in their shape, space and measure work. Above average pupils accurately name three-dimensional shapes and show a good understanding of the properties of these shapes when questioning the teacher in order to ascertain the name of the shape that she has hidden. Most pupils have sound skills in using and applying their mathematics in practical situations but this work does not always challenge the higher ability pupils and is one reason for the decline in the proportion of pupils achieving at the higher levels in this year's National Curriculum tests.
34. Pupils make satisfactory progress overall in Reception and higher ability pupils make good progress. Their increasing mathematical vocabulary and knowledge of number is well built on in Year 1. This is shown clearly in their work on the number four. Pupils show good subtraction skills up to the number ten and apply their number work well in practical situations. Pupils' measuring skills are under developed. Pupils in Year 3 make satisfactory progress overall, although above average pupils are unchallenged in much of their work and make unsatisfactory progress. Pupils make sound progress in their number work and in using and applying their mathematics. However, they make unsatisfactory progress in developing data handling skills. Progress speeds up in Year 4 for all pupils, with above average pupils making good progress. Progress is helped by pupils producing a good volume of work and by accurate marking by the teacher who also pinpoints pupils' next stage of learning. Pupils use and apply their mathematical knowledge well. This is clearly shown in their work on constructing a metre stick from different sized pieces of paper. Year 5 pupils build well on this work and make sound progress in all areas of mathematics, including data handling. Pupils with special educational needs make satisfactory progress overall; the use of individual education plans for some pupils on the register clearly pinpoints their area of learning and this results in the general good progress of these pupils. Special educational needs pupils also make good progress when the teacher uses assessment accurately and clearly directs the teaching to meet the needs of these pupils. This was particularly so in the Year 5 classroom.
35. Most pupils enjoy their lessons and work hard to improve. This was particularly evident in the Year 6 class where the work set is challenging, with pupils responding accordingly. Pupils' behaviour is generally good but some pupils in the Year 2/3 class have unsatisfactory listening skills and do not pay

attention to the end of lesson plenary. Classroom routines are well established in Key Stage 1 and this results in pupils wasting little time when moving into practical activities. Younger pupils generally show good collaborative skills when working together. Pupils in Key Stage 2, show overall good concentration and enthusiasm and respond well to the good pace of lessons and the high expectations placed upon them.

36. Teaching is good overall and ranges from satisfactory to very good. Teaching is consistently good in Key Stage 2 and has improved since the last inspection. This is a principle reason for the improvements in attainment over the last year. Teachers plan effectively; they use their good subject knowledge effectively through questioning. This was particularly evident in the Year 6 class and resulted in pupils making very good progress in their understanding of decimals. Work is generally well matched to pupils' attainment and teachers maintain a good pace of learning in lessons. Occasionally, such as in the Year 2/3 class when resources are not readily to hand, the pace of learning slackens and pupils lose concentration. Plenaries are generally well used at the end of lessons to consolidate and reinforce pupils' learning. This was evident in the Year 1/2 class when pupils shared their knowledge on three-dimensional shapes. The standard of marking is satisfactory overall and is very good in Years 5 and 6 where teachers clearly outline the next stage in individual pupil's learning. The quality of day-to-day assessment is good and is used well in the initial teaching input. Homework is set regularly and makes a positive contribution to pupils' learning.
37. For the second year, the school is using the National Numeracy Strategy for its scheme of work and the school has successfully moved away from its textbook approach. Observing "lead teacher" lessons in other schools has increased staff expertise. The co-ordinator regularly monitors teaching with follow-up discussions. The medium and short term planning is regularly discussed. Assessment is satisfactory overall and is now used more frequently to gauge pupils' attainment. However, the National Curriculum tests in Key Stage 1 and Key Stage 2 are not regularly analysed to pinpoint strengths and weaknesses so that these may be addressed in subsequent planning. Parents do, however, appreciate the graphical tabulation showing their child's results in the Year 3, 4 and 5 optional government tests. Resources are satisfactory for practical mathematics but there are unsatisfactory links with information technology, which plays very little part in developing pupils' mathematical knowledge and understanding.
38. The planned development of pupils' numeracy skills in other subject areas has not yet been addressed. There is, however, evidence of the use of pupils' numeracy skills in design and technology, history, geography and physical education and this creates good opportunities for pupils to use and apply their mathematical knowledge

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Science

39. Overall attainment, at Level 4 in the 1998 Key Stage 2 National Curriculum tests, was well below the national average in comparison with all schools. The percentage of pupils attaining the higher Level 5 in the tests was also well below average. When these results are compared with similar schools, performance remains well below average. The trend over the last three years shows declining levels of performance. However, provisional results for 1999 indicate a significant improvement in the performance at Key Stage 2. Inspection evidence, including the scrutiny of pupils' previous work, indicates performance is broadly in line with that expected of both seven and eleven-year-olds.
40. In the 1998 National Curriculum Key Stage 1 teachers' assessments of seven-year-olds, a small cohort of only fifteen pupils and of which 57 per cent were girls, a very high proportion attained the expected Level 2 when compared with all schools. The results of work on physical processes and life and living processes were exceptionally good. Experimental and investigative work was satisfactory. When these results are compared with schools with children from similar backgrounds, attainment is above average at level 2 and broadly in line at the higher Level 3. Compared with the last inspection, standards at Key Stage 1 show considerable improvement; standards at Key Stage 2 only recently showing improvement.
41. Progress is now generally good in both key stages with the quality of the teachers' planning and the

positive response of the pupils adding significantly to this trend. For example, the youngest pupils in Key Stage 1 make good progress in making simple predictions about the likely effect of exercise on the function of the heart, following an effective and systematic approach to the topic by the teacher. This good progress is assisted considerably by the way in which pupils carry out the simple practical activity. The observational skills of these pupils are shown in their work on 'creepy crawlies' when noting, for example, the number of wings and legs. Effective planning by the teachers for progression in the subject is indicated when the pupils, later in the key stage, successfully name body parts and use their mathematical skills to draw graphs of the colour of eyes in the class. Key Stage 1 pupils also show a sound understanding of materials and some of their uses, light sources and the effect of force on an object. Pupils discuss with enthusiasm the characteristics of mammals, for example in relation to the animals' gender, size, type and diet. Higher attaining pupils make simple hypotheses from their observations, such as 'all birds eat seeds' and then research to see if this is correct. This level of understanding is brought about by the effective questioning skills of the teacher.

42. The teachers not only have high expectations for the standard of behaviour, but also for the extension of the pupils' scientific vocabulary and the ability to carry out systematic observation and investigation. Scrutiny of previous work in Key Stage 2 indicates effective work in, for example, an attempt to weigh air, graph the results of an evaporation experiment and good use of simple resources such as thermometers in a cooling investigation. The pupils work well together when carrying out investigations and clearly enjoy their work. The appropriate use by the teachers of such terms as 'predict' and 'evidence' successfully extends the pupils' scientific language. The pupils take great delight, for example, in knowing correct names of such bones as the femur, tibia and cranium. Evidence from written work shows an appropriate understanding of terms such as photosynthesis and molecules. There is a sound understanding in Key Stage 2 of the notion of fair testing. The effective management of the pupils by the teachers, especially in Key Stage 2, permits the increasing use of the investigative approach to science which they are planning for.
43. The improvement in the quality and precision of the learning objectives set by the teachers, since the last inspection, is contributing significantly to the progress the pupils make. In the best lessons these objectives are clearly set at the beginning of the lesson leaving the pupils in no doubt about the nature of their learning and their tasks; they are then successfully reinforced at the conclusion by the teacher. Occasionally, the teachers' desire to ensure that objectives are well set results in over-consolidation during the introduction to the lesson, the pace of learning drops and the pupils' motivation decreases, especially amongst the lower attaining pupils. Similarly, the motivation of higher attaining pupils drops if they see the subsequent tasks as too easy. However, on the whole, teachers match the work well to the needs of all pupils, including those with special educational needs. As a result most pupils respond to challenges at their level, for example in a lesson concerned with the relationships between the sun, moon and earth and their influence on day, night and the seasons.
44. The quality of day-to-day management by the teachers of pupils' progress is helped by the fact that they know their classes well. The teachers make good assessments and modify short-term planning as required. They are effective in intervening in pupils' learning when they are working in groups or individually. This strategy is effective in encouraging progress. Marking is generally regular. The best includes targets for future learning. Practice has improved following the introduction of an agreed policy, but it is currently inconsistent.
45. The introduction of an effective scheme of work, which clearly indicates the knowledge, skills and understanding to be taught, is effectively supporting continuity of learning. In order to ensure progression the framework for science is reconsidered each year in order that there is no unnecessary repetition, especially in the mixed age and cross key stage classes. Good assessments are made of pupils' progress towards the agreed objectives at the end of a theme or investigative objective. This helps to build up a systematic picture of the progress of individual pupils. Evaluation of the curriculum and standards is assisted by the creation of a portfolio of assessed and leveled work. Curriculum evaluation is also helping to ensure that appropriate attention is given to including practical investigative work whenever possible. There is, however, no formal procedure yet in place to consider the curriculum in the light of experience and modify the scheme of work. The subject is well led by the very recently appointed co-ordinator. Monitoring by her of short-term planning is an important initiative and helps to

ensure consistency through the school. A satisfactory range of resources, which is accessible to staff but not pupils, supports the subject.

129. **Information and communication technology**

46. Two lessons were observed, one in each key stage. Judgements are based on these lessons, the scrutiny of pupils' work and discussions with pupils and staff. Based on the available evidence, standards of attainment in information technology have not been maintained since the last inspection and are below expectations at the end of both key stages. At present the majority of pupils are making satisfactory progress over time in some areas of the subject but, because the recently introduced curriculum has only been in place for a year, there has not been sufficient time for the development of pupils' skills, knowledge and understanding in the subject. The school also lacks a range of programs to develop pupils' skills and to support their learning across the curriculum; this was a weakness identified in the last inspection report.
47. By the age of 11, most pupils have secure word processing skills. They load the word processing program, locate their file, change the size, colour and font of the print and use the return and delete keys appropriately. The great majority of the higher attaining pupils have PCs at home and are confident in their use of the more complex functions, such as the spellchecker. Pupils are aware of audience, which is shown clearly in the design of their folders for the Victorian project. They have a sound understanding of collecting data and modifying files on pupils in their class. However, their skills of questioning this data are less well developed. Although pupils have had opportunity to use external sensors for measuring temperature, skills in this area, and in modeling, are unsatisfactory. There is little use of information technology to support pupils' mathematics work, such as in the construction of graphs or links with design and technology in the area of control. However, pupils do make good use of a Victorian programme which they question systematically to find out about village life.
48. Overall progress through the school is unsatisfactory but the introduction of the new curriculum is leading to pupils' skills being progressively developed through the years. Reception pupils are confident in their use of the keyboard when recording the number of bricks on the screen and show sound control of the mouse for operating "Talking Books". They operate a tape recorder independently in their listening area. Progress in word processing skills increases in Years 1 and 2 when pupils write short sentences and use the shift, cursor and return keys appropriately. Pupils develop satisfactory skills in control when using the roamer; however, pupils' skills in data handling and in modeling are unsatisfactory. Pupils make satisfactory progress in Years 3, 4 and 5 in word processing and these skills are used well in a majority of literacy lessons. However, pupils' skills in control, handling information and modeling are, at present, unsatisfactory.
49. Pupils enjoy the weekly class information technology lessons and are enthusiastic when learning new skills. However, when pupils cannot see the keyboard or the screen during these lessons, they lose interest and concentration and make little progress in the development of their skills.
50. The subject co-ordinator has worked hard to raise standards in the subject and has, in the last year, introduced a scheme of work which is an eclectic mix of government guidelines and other proven schemes. Although it shows the clear development of pupils' skills and knowledge, it does not always identify the software to be used. The introduction of a class lesson for the teaching of information technology is a good initiative and, when the new skills learnt are practised during the week, pupils make good gains in the development of these new areas of learning. However, the integration of these skills into the curriculum, is inconsistent through the years and in none of the classes is information technology used effectively to support the curriculum. This is most apparent in the area of mathematics, where good opportunities are missed, particularly in the development of pupils' data handling skills. Overall teachers have satisfactory subject knowledge to teach the subject and this shows an improvement since the last inspection. However, not all teachers have sufficient skills to realise the full potential in some of the programs. This is also the case with the school PC whose e-mail potential is not being exploited due to lack of training and lack of teacher expertise. The school has developed a record keeping system which itemises the coverage of skills and programs used but does not identify pupils'

level of skills. This means that their weaknesses are not addressed nor their strengths built on when they move to a new class. There is also a lack of suitable programs for pupils with special educational needs and this results in these pupils making unsatisfactory progress in their computer work.

135. The school has sufficient computers but lacks a range of programs, particularly in curriculum areas, such as mathematics, history and geography, to develop pupils' skills and make computers effective tools in the pupils' education.

135. **Religious education**

51. Attainment is in line with local expectations at the end of Key Stage 1 and progress is satisfactory. Good progress is made in Key Stage 2 and attainment exceeds the expectations outlined in the locally agreed syllabus. Standards at Key Stage 2 have improved since the last inspection. By the age of seven pupils have a good knowledge of the various events in the Christian year and have some knowledge of the function of furnishings within a church, for example what a pulpit is used for. They know some features of other religions, for example what foods are eaten at a Passover Seder meal and link this with special occasions in their own lives, such as Christmas dinner. They recall stories from the Bible and are gaining insights into the life and death of Jesus. Most pupils are keen to extend their knowledge and understanding of religion and are fascinated by biblical stories. Pupils could describe the plagues, which were visited upon the Egyptians well from hearing stories from the Old Testament.
52. By the age of eleven, pupils have a good knowledge of the similarities and differences between Christianity and other world religions having made studies of Buddhism, Hinduism, Islam, Judaism and Sikhism. They are beginning to understand the power of symbolism in world religions. Good progress is made in using appropriate terminology and in the ability to explain matters of religious belief and practice. Their knowledge and understanding is enhanced by visits to local churches and by visiting clergy and lay people. An inventive link between literacy and religious education studies was observed when one class was given the task of writing a job description for a clergyman, which was then assessed by the local vicar. Religious education studies are also used well to reinforce moral teaching, for example when a class studied the theme of special people and then went on to write about who they thought to be special.
53. The quality of teaching is at least satisfactory in all lessons observed and this is an improvement since the last report when teaching at Key Stage 2 was sound to unsatisfactory. Teachers are knowledgeable about the requirements of the curriculum and planning takes account of the needs of all pupils with extra help being designated to those with special needs. Sufficient time is devoted to meet the requirements of the agreed syllabus although expectations are not high enough in some classes in relation to the quality and extent of written work. Objectives are expressed clearly and teachers are confident in teaching the subject and when handling artefacts. Classrooms contain displays of the religious education topic being studied, although the quality of these shows considerable variation with a few which do not add significantly to the topic being studied.
54. A school portfolio is being developed by the co-ordinator to aid assessment of attainment and progress which, at present, is carried out by individual teachers against the agreed syllabus objectives. The subject is led well by the co-ordinator who acts as a good role model. She has monitored the work of pupils of differing abilities in each class and has questioned them on their understanding of religious issues and knowledge of Christianity and other faiths and in these ways has obtained a good knowledge of the progress pupils are making.
55. Learning resources are gradually being acquired, particularly relating to faiths other than Christianity. Those that have been acquired are of good quality and are a considerable aid to the quality of teaching being used well in lessons.

140. **OTHER SUBJECTS**

140. **Art**

56. Progress in art across both key stages is satisfactory overall. Only three lessons were observed and in these lessons the progress was mainly good but the shared allocation of time for art and design and technology means that the good progress seen in the last inspection has not been maintained at the same level.
57. In Key Stage 1, the youngest pupils are showing a good control of paint on paper and use pencil, crayon and paint effectively to make pictures. They are taught to mix paint and keep materials and implements clean in order to create good quality work, this resulting, for example, in some very good paintings of daisies. Pleasing work has also resulted in creating patchwork patterns, this being linked to pupils' current literacy book 'The Patchwork Quilt'.
58. At Key Stage 2, pupils are given opportunities to further develop their skills using different media, for example charcoal, and in their use of clay for three-dimensional work. Each pupil has a sketchbook in which to record some of their work and from these it is evident that satisfactory progress is being made in recording from experience and the imagination, in experimenting with media and in acquiring language associated with art work. However, pupils have a limited knowledge of the work of other artists and there is little evidence of their work being influenced by studying pictures of the great masters and of contemporary artists. In addition, there are few library books to enable them to make such studies.
59. Pupils enjoy their art lessons. They are well disciplined and use equipment sensibly. They concentrate well and show increasing levels of self-reliance. When sharing tools and equipment they co-operate well with each other.
60. The quality of teaching is good at Key Stage 1 and satisfactory art Key Stage 2. The work is well planned using the local authority planning document and a commercial scheme. Clear instructions are given to pupils when explaining the nature of the activity with expectations being clearly stated. At Key Stage 2 there is sometimes anxiety over the quality of the finished product which inhibits pupils' freedom to express their ideas. All teachers give good quality assistance to pupils with special needs to enable them to gain satisfaction from their efforts. The co-ordinator has recently been appointed but as yet has had little opportunity to influence work in art. There is a weekly art club which is making a satisfactory contribution to the curriculum and to raising standards.

145.

145. **Design and technology**

61. During the inspection no lessons were observed in Key Stage 1 and two lessons were observed in Key Stage 2. By the age of 11, pupils make satisfactory progress and standards have been maintained since the last inspection. It is not possible to make a judgement about pupils' progress in Key Stage 1.
62. In Key Stage 1, pupils work with a satisfactory range of materials and, from an early age, understand the importance of design as part of the making process. There are good links with mathematics when pupils in the Year 1/2 class use straws and pipe cleaners to make three-dimensional models. The importance of design is clearly understood by Year 4 pupils when planning a box to fill with sweets. Again there are good links with mathematics when pupils design nets for this container. Year 6 pupils show a good understanding of how materials can be combined to make a structure and how this structure can be strengthened and made more rigid by reinforcing with the use of diagonal struts. Pupils develop good skills in the analysis of how a product is being made and the strengths and weaknesses of its design. Whilst the design and making processes are satisfactory, pupils do not have a clear idea of the importance of evaluation and this is an under-developed aspect of the subject through the school.

63. Pupils enjoy the challenge of design and technology and are particularly enthusiastic in Years 4 and 6 where projects are challenging. Pupils work well together in groups and enjoy the collaborative and competitive nature of some of their projects.
64. It is not possible to make judgements on the quality of teaching in design and technology in Key Stage 1 but in Key Stage 2 teaching is at least satisfactory and has improved since the last inspection. Teachers set interesting and challenging tasks, which are based on the new government guidelines for the curriculum and this is helping pupils develop appropriate skills across the subject. Elements of good teaching include the use of class brainstorming to improve the strength of a shape and the clear identification of criteria to be addressed before beginning the design process. A weakness in one of the lessons seen was the absence of time limits, which meant that the pace of the lesson dropped, together with pupils' output.
65. The new school curriculum shows an improvement since the last inspection; it has been in place for a year and clearly outlines the development of pupils' skills and understanding in the subject. The school plans for three half-termly projects, which enables the development of pupils' skills through the good use of focused practical tasks. However, the curriculum has not yet addressed the issue of split age classes which, for the present Year 6 pupils, has resulted in pupils developing different skills by using different materials, for example some made slippers last year whilst others studied food technology.
66. The co-ordinator has had release time to monitor work in the classroom but there has been no subsequent time to follow up these observations with in-service training to address areas of weakness in teachers' subject knowledge. The school does not keep records of pupils' projects and this makes it difficult to assess pupils' progress as they move through the years or to address areas of weakness in subsequent planning. At present there are few links with other subjects and links with science through the use of electric components and the application of information technology in the area of control are not well developed. The school has a satisfactory range of tools and resources but these, at present, have not been audited or organised for easy access.

151. **Geography and history**

67. During the course of the inspection no geography was timetabled and it was possible to observe a very limited amount of Key Stage 1 teaching of history. However, the pupils' work from this and the previous academic year was examined, together with subject planning and displays throughout the school. Further evidence was gained by talking with the pupils. On the basis of this evidence, overall progress in the two subjects is satisfactory.
68. The pupils are keen to talk about the work they do in the two subjects and show considerable interest in acquiring geographical and historical understanding. They were, for example, aware of the life of Henry VIII and offered some very interesting comments and opinions about the role of his wives and the place of women in society then. Evidence of the pupils' ability to relate well to the historical period being studied was clearly seen in a lesson where the focus was the hardship of the life of a Victorian child. They effectively identify the dangers and make appropriate comparisons with the situation today. This work builds successfully, for example, on the work done on the Tudor period earlier in the key stage. Here the pupils make good progress in their understanding of the severity of punishments for crimes that would be considered minor today. The progress the pupils make in their lessons is helped considerably by their willingness to listen to the contributions of others who may have been researching a different aspect of the theme.
69. This progress is also assisted by the effectiveness of the teachers' planning and the overall good quality of teaching. For example, in a lesson with the youngest pupils in Key Stage 1, changes over time were well illustrated by their understanding of how the spinning of wool has developed from the use of a stone to spin and the complex machinery of today. Progress is also assisted by the teachers' appropriately high expectations of the pupils' ability to recognise historical and geographical patterns of development, for example in their study of their local village. The pupils' ability to contrast

geographical locations is well exemplified in their work on the Plymouth area and Pakistan. The teachers' planning also ensures that pupils with special educational needs are successfully helped to make progress by the appropriate level of tasks they are asked to do.

70. Pupils also show a sound understanding of many aspects of such significant historical periods as the Vikings, the Victorians, the Romans and life in the 1950s. However, the pupils' sense of chronology is not well developed and they are insecure on periods of time, for example estimates of when the Romans were in Britain varied from 300 to 5000 years ago. The provision of timelines in some classrooms is a useful aid to the development of the pupils' understanding of the passage of time. However, evidence from work on display shows good progress in the pupils' ability to empathise, for example, with children who lived in the Victorian workhouses.
71. The oldest pupils show a sound geographical understanding of such aspects of the continents of the world and of important cities in a range of countries. Previous work shows pupils understand the life of rivers and how they influence the landscape. This is well demonstrated by work on the West Country and the Plymouth area. Many of the maps used in this theme were accurately marked and well presented. The pupils' geographical understanding is systematically developed by the teachers, for example by beginning with things that are familiar to the pupils, such as their journey to school, and then moving over time to a contrasting location, such as the Ganges delta. However, few opportunities are given to pupils to draw their own maps as many that are used are photocopied. The pupils clearly enjoy work associated with people and places, for example when older pupils are required to research such things as the hottest country.
72. The subjects now benefit from the use of structured schemes of work. The subject co-ordinators have both recently been appointed, but they are involved in co-operative planning with their colleagues and agree, for example, the key objectives for assessment. They show a good awareness of the skills that need to be developed. The overall provision of resources is adequate, but the school has few historical artefacts, Ordnance Survey maps and aerial photographs. Resources in both subjects are in need of an urgent audit.
157. **Music**
- 157.
73. Music is a strength of the school. Pupils make good progress in music lessons, especially at Key Stage 2, when they have considerable opportunities to further develop their skills through extra-curricular activities and through instrumental teaching, and this is consistent with the progress recorded at the last inspection.
74. The youngest pupils listen attentively to recorded music and to music made by groups within the class. They are developing a good sense of rhythm and dynamics when they play their instruments. They sing well, their teachers setting a good example by using song to teach number patterns and word rhymes. The pupils thoroughly enjoy their singing.
75. As they move through the school into Key Stage 2, their musical skills increase and the quality of their music making is further refined. At this stage, a large number of pupils are learning to play a range of instruments, including clarinets, piccolos, violins, recorders and percussion and almost all are members of the school choir. In the school orchestra, members of staff join pupils in performing demanding works to a very good standard. In the choir, they sing a range of songs, both part and in unison to a good standard having clear diction and a good sense of pitch. The good level of singing is also evident in assembly when religious songs and hymns form part of the act of worship.
76. The good teaching in class music lessons enhances performing skills. These lessons are well planned within the framework of the scheme of work and all teachers are becoming confident in their own musical skills and less reliant on taped programmes. The enthusiasm of the teachers is clearly communicated to the pupils who respond appropriately and this leads to both boys and girls being fully involved in class music and in the choir and orchestra. In class lessons, pupils are taught elements of

composition and make their own scores using graphics, dots and pictures recording these in their music books. Pupils are taught a range of musical terms and most older pupils are able to sight-read conventional notation with a good degree of accuracy.

77. Teaching and learning is aided by the enthusiastic co-ordinator who leads the subject well and is able to give sound advice to further promote the good standards. In addition, she is well supported by the peripatetic music teacher and by other staff who have musical skills. Resources are varied and of very good quality.

162. **Physical education**

78. In Key Stage 2, pupils make good progress and, by the age of 11, pupils' attainment in physical education is above that which is normally expected for pupils of this age. Up to the age of seven, pupils make satisfactory progress. The school has a well-planned and coherent programme of teaching, in which all elements of the National Curriculum Programmes of Study attract appropriate attention. The scheme of work is skills based and is comprehensive. As a result, pupils' learning throughout the school is continuous. New learning builds systematically on prior experience and this ensures that most pupils gain skills and confidence at an appropriate rate.
79. In Key Stage 1, pupils' games skills involving balls are developing appropriately overall, although some make unsatisfactory progress when their weaknesses are not corrected by the teacher. They are beginning to show the capacity to sustain concentration in small group practices. Pupils are developing sound co-ordination and balancing skills, clearly shown when walking on the tightrope as part of their circus dance lesson.
80. In Key Stage 2, most pupils make noticeable gains and develop the capacity to sustain energetic activities. Teachers place more emphasis on quality and precision. As a result pupils' ball control skills are refined through well-targeted practices. Pupils in Key Stage 2 benefit from knowledgeable coaching and teachers of pupils in Years 4 and 5 have the necessary experience and expertise to develop pupils' games skills to a high standard. These are shown in small games situations, where pupils develop good tactics and use space effectively. Many older pupils have the opportunity to participate in a good range of extra-curricular activities and these further enhance the standards of attainment overall. All pupils in Key Stage 2 have blocks of time allocated for regular swimming lessons and pupils, by the age of 11, attain above average levels of competence. Some pupils reach very high standards in survival swimming. Older pupils benefit from the week's residential visit to the Norfolk Broads where they are involved in a series of outdoor and adventurous activities.
81. Pupils enjoy their physical education lessons. They participate enthusiastically in activities and most maintain a commendable degree of concentration and control. They work safely in individual and group activities and older pupils respond well to the challenge to improve their personal performance. Some younger pupils, when not kept fully active, quickly lose concentration with some behaving inappropriately.
82. The teaching of physical education is satisfactory in Key Stage 1 and good in Key Stage 2. The key features of successful lessons include the good observation and assessment of pupils' performance, with well-structured activities to further develop pupils' skills. Where teaching is unsatisfactory, a lack of subject knowledge results in ineffective intervention when pupils need help. When pupils are progressively challenged to extend their thinking in response to well planned activities, their progress is good. The experienced co-ordinator monitors teachers' planning but has done little monitoring of physical education teaching. As such, his expertise is not being used effectively to raise standards. The school has good facilities, including a large hall, playgrounds and playing field. It also has good resources which are now safely stored in a purpose built room adjacent to the hall.

167. **PART C: INSPECTION DATA**

167. **SUMMARY OF INSPECTION EVIDENCE**

167.

- The inspection was carried out by a team of 4 inspectors over 4 days, a total of 14 inspection days.
- During the period of the inspection, 52 lessons or part lessons were observed, adding up to a total of nearly 38 hours.
- Inspectors attended school assemblies and registration periods in all year groups.
- Samples of pupils' work were examined for each class for the current and previous academic year.
- The previous OFSTED inspection report, notes on visits by HMI and visiting notes of the LEA review and development advisor were inspected.
- A comprehensive range of school documentation including the school development plan, teachers' records, all curriculum planning documents, the records kept on pupils, sample reports sent to parents and the school registers were inspected.
- In each class, inspectors listened to a sample of pupils read. Pupils were examined in their mathematical knowledge.
- Discussions were held with members of staff, governors, pupils, parents and administrative assistant.
- A parents' meeting held prior to the inspection was attended by 16 parents, at which they expressed their views about the work of the school.
- The responses to the 57 questionnaires (36.5 per cent return) completed by parents were taken into account during the inspection.
- The budget figures were examined.

167.

167.

DATA AND INDICATORS

167. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	156	2	34	32

167. Teachers and classes

167. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	7
Number of pupils per qualified teacher:	22.3

167. Education support staff (YR – Y6)

Total number of education support staff:	3
Total aggregate hours worked each week:	51.5
Average class size:	26

167. Financial data

Financial year:	1998/99
	£
Total Income	281,947
Total Expenditure	273,219
Expenditure per pupil	1,697
Balance brought forward from previous year	23,069
Balance carried forward to next year	31,797

167. **PARENTAL SURVEY**

Number of questionnaires sent out: 156

Number of questionnaires returned: 57

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	37	59	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	56	42	2	0	0
The school handles complaints from parents well	22	67	7	4	0
The school gives me a clear understanding of what is taught	21	67	9	4	0
The school keeps me well informed about my child(ren)'s progress	37	54	7	2	0
The school enables my child(ren) to achieve a good standard of work	39	52	4	5	0
The school encourages children to get involved in more than just their daily lessons	29	59	11	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	14	52	21	11	2
The school's values and attitudes have a positive effect on my child(ren)	29	62	9	0	0
The school achieves high standards of good behaviour	30	57	11	2	0
My child(ren) like(s) school	61	32	5	2	0