

INSPECTION REPORT

CLENCHWARTON PRIMARY SCHOOL

Clenchwarton, King's Lynn

LEA area: Norfolk

Unique reference number: 120869

Head teacher: C Woods

Reporting inspector: A J Puckey
4302

Dates of inspection: 12-15 June 2000

Inspection number: 190488

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Main Road Clenchwarton King's Lynn Norfolk
Postcode:	PE34 4DT
Telephone number:	01553 775035
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Appropriate authority:	The Governing Body
Name of chair of governors:	R Payn
Date of previous inspection:	25 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Alan Puckey	Registered inspector	Science Physical education Under-Fives	What sort of school is it? What should the school do to improve further? The school's results and achievements How well is the school led and managed?
Cliff Hayes	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
Warwick Ellis	Team inspector	English Art Special educational needs	How well are pupils taught?
Gordon Wallace	Team inspector	Design & technology Geography Religious education	How good are the curricular and other opportunities offered to pupils?
Kathy Pratt	Team inspector	Mathematics Information & communication technology History Music Equal opportunities	How well does the school care for its pupils?

The inspection contractor was:

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Clenchwarton is an average sized primary school with 237 boys and girls aged between four and eleven. About 30% of these come from outside the school's catchment area. Just over 10% are entitled to free school meals (below average) and 20% (just above average) are on the school's register of special educational needs. Attainment on entry to the school is average for most pupils.

HOW GOOD THE SCHOOL IS

Clenchwarton Primary School provides a satisfactory education for its pupils and they are well served by the teachers and classroom support staff. The care of pupils is generally good and pupils' attitudes to work are very good. Pupils achieve standards of work in lessons that are now satisfactory in all subjects because almost all teaching is at least satisfactory and about three-quarters is good or better. Standards in the National Curriculum tests at the age of seven are still too low compared with national averages, but those for eleven year olds have risen very significantly this year because of the excellent teaching of the new deputy head. The head teacher sets an excellent climate of care and good relationships for the school, but leadership and management are at present unsatisfactory overall. However the head teacher is strongly supported by the new deputy head, and the two, together with other key staff, give confidence that the school has the capacity to raise standards still further. The school's finances are sound and extra funds to support pupils with special educational needs are well used. The school provides satisfactory value for money.

What the school does well

- Teaching is good overall and sometimes outstanding in Key Stage 2.
- Pupils make satisfactory progress which accelerates in the older classes so that standards in English, mathematics and science in lessons are in line with national averages by the age of eleven.
- Pupils' attitudes to work are very positive and they enjoy going to school.
- Pupils work harmoniously together, and relationships and behaviour are very good.
- The special educational needs of pupils are recognised and good provision is made for them.

What could be improved

- Standards are still too low in Key Stage 1.
- Subject coordinators do not have a clear role or sufficient time to do the job.
- Checking and supporting the quality of teaching, and monitoring of standards, is weak.
- The school development plan lacks clear and relevant targets for improvement.
- The school lacks effective schemes of work to guide teachers' planning, most literacy and numeracy lessons are so long that some subjects, such as PE are almost squeezed out, and the teaching time for Key Stage 2 is below national guidelines.
- Procedures for assessing and monitoring pupils' academic progress are weak.

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

The school provides an acceptable standard of education but leadership and management are unsatisfactory.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The biggest improvement is the much higher standard of the work of eleven year olds this year. The majority attain the national averages in English, mathematics and science, and some pupils attain well above them.

Overall improvement from the last inspection is just satisfactory. Standards in English, mathematics and science in the last inspection in November 1996 were judged to be in line with national averages and those of similar schools. The next year they fell sharply, but the slow recovery since then is broadly in line with national trends, although at a lower level.

The quality of teaching is markedly better than at the time of the last inspection, with three quarters now good or better. Standards in information and communication technology, criticised in the last report, are now satisfactory and there are very good plans for a new computer suite. The school now has good arrangements for personal, social and health education. Governors are actively involved with the school development plan and a good set of school aims is published in the school's brochure. All of these are a marked improvement from the last inspection when they were key issues.

However, checking the quality of teaching and pupils' standards of work is neither regular nor systematic, the library is still unsatisfactory, and in spite of the governors' best efforts nothing has been done to improve the toilets for juniors. Relationships with parents are satisfactory although parents are less directly involved in the school than at the time of the last inspection.

Inspectors recognise that with a new curriculum and some important staff changes for September, the governors, head teacher and new deputy head are well placed to carry out the recommendations of this report and further raise standards.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	D	C	D	well above average A above average B
Mathematics	E	D	D	D	average C below average D
Science	E	E	E	E	well below average E

The sharp dip in results in 1997 reversed a slowly rising trend since National Curriculum testing in Key Stage 2 started. The results for 1999 were again poor but inspection evidence and early signs from this year's National Curriculum tests indicate a significant rise because of the excellent teaching that the oldest pupils are getting this year. Pupils' achievements and standards of attainment in lessons are now satisfactory in most subjects. The school has set targets for the proportion of pupils achieving Level 4 in the National Curriculum Key Stage 2 tests which are based on an assessment of the attainment of each

year group rather than as a determined pattern of overall improvement for the school. As a result they are modest and should be raised in the light of this year's experience so that expectations of what pupils can achieve are lifted.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils are enthusiastic about their work which helps them to make satisfactory progress.
Behaviour, in and out of classrooms	Very good: the school is an orderly community.
Personal development and relationships	Good: pupils take responsibility for their own actions and respect the rights and the needs of other pupils.
Attendance	Satisfactory: pupils are generally punctual and lessons start on time.

The general ethos of the school is very good and pupils work and play together in a spirit of good-natured co-operation. Incidents of serious misbehaviour are rare and are dealt with quickly and effectively.

TEACHING AND LEARNING

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

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

The quality of teaching in English and mathematics is almost always at least satisfactory, often good and sometimes outstanding with the oldest pupils. Skills of literacy are taught effectively both in the literacy hour and in subjects such as science and RE, where skills of speaking and listening are well practised and different forms of writing are encouraged. Numeracy skills are soundly taught and teachers encourage their use in other subjects such as science and design and technology. The arrangements for teaching English and mathematics help to ensure that most groups of pupils have their needs well met but higher achievers sometimes do not get the extension work they need in mathematics. Additional learning support staff give very effective help to pupils with special educational needs so that they make good progress. Of the teaching seen during the inspection 96% was satisfactory or better and of this 75% was good or better. This is a significant improvement from the last inspection. Pupils make satisfactory progress and generally try hard. They work with concentration, and when the work is as exciting, as it sometimes is in science, most pupils can work independently for sustained periods.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory: the curriculum generally meets statutory requirements but time allocations for lessons and subjects need to be reviewed and better schemes of work are needed to improve progression and consistency through the school.
Provision for pupils with special educational needs	Good: learning support assistants are a strength of the school and help pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall: particularly good provision is made for pupils' spiritual, moral and social development.
How well the school cares for its pupils	Generally good: but procedures for monitoring pupils' academic progress are weak.

Pupils have a good curriculum in English, mathematics, science and information and communication technology. The time for other subjects is limited. There are few extra-curricular activities. The school is a welcoming and caring community for pupils, all of whom are given equal value and status.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Unsatisfactory: however, the head teacher is now working closely and effectively with the new deputy head to improve standards and the quality of the curriculum. The effectiveness of other key staff is limited because their roles and responsibilities are unclear, they have little time to do the job, and there are no agreed school systems for carrying out their roles.
How well the governors fulfil their responsibilities	Satisfactory: the governing body takes a keen interest in the life and work of the school and gives it their full and active support.
The school's evaluation of its performance	Unsatisfactory: the school lacks regular systems for monitoring standards, the development of subjects and the quality of teaching.
The strategic use of resources	Satisfactory: use of its resources including staff, accommodation and learning resources is generally effective.

The school has sufficient qualified and experienced teachers and support staff to meet the needs of the curriculum. Accommodation is adequate for the number of pupils and the quantity and quality of learning resources is generally good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like the school and they make good progress. • The quality of teaching and of pupils' behaviour is good. • Parents feel comfortable about approaching the school and believe it is well led and managed. • The school has good expectations of hard work and the teaching is good. 	<ul style="list-style-type: none"> • Information about homework and how they can help their child at home. • The passage of information about children's progress. • The range of extra-curricular activities.

Inspectors agree with the positive points made by parents except those concerning the leadership and management of the school. Whilst there are some inconsistencies with setting homework, it is generally appropriate and inspection evidence indicates that there is a good level and standard of information for parents. The range of extra-curricular activities is very narrow

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 Pupils enter the reception class with attainment which is average in all areas of learning including language and literacy. They make satisfactory progress because of sound teaching and strong support from learning support assistants (LSAs). Attainment in language and literacy, mathematics, knowledge and understanding of the world, personal and social education, the creative arts and physical development is therefore generally in line with national expectations when pupils enter classes in Year 1.

2 The results of the 1999 National Curriculum tests in reading and mathematics at the end of Key Stage 1 showed attainment below national averages, and in writing well below them. In comparison with schools with similar characteristics, results were below average in reading and well below in writing and mathematics. The pattern of the school's national test results over the period 1996 to 1999 shows attainment of both girls and boys to be below national averages with girls weaker than boys at reading. Attainment in science is assessed by teachers, not tests, but results are below the national average and those of similar schools. However the findings of the inspection indicate some improvement now in attainment in English, mathematics and science. This is because of the satisfactory introduction of the literacy hour and numeracy lessons and the initial use of the national guidelines for science, all of which have provided staff with clearer guidance and structures for teaching these subjects. This is leading to improved teaching and better standards.

3 The results of the 1999 National Curriculum tests at the end of Key Stage 2 indicate that overall attainment in English was below the national average although the proportion of pupils achieving the higher Level 5 was above them. The results in mathematics were close to the national average but in science they were well below. When results are compared with schools with similar characteristics results in English and mathematics were below national averages and in science were well below them. Over the period 1996 to 1999 the performance of boys was well below national averages whilst the performance of girls was close to them. These results also show that attainment has risen at about the same rate as the national pattern of improvement, but at a lower level.

4 The school has set targets for the proportion of pupils reaching Level 4 or above in English and mathematics at the age of eleven for the next two years. They are based on an assessment of the ability of each year group rather than set as part of a determined drive to improve standards and are too modest in the light of current attainment. The school is well on the way to meeting these targets and they should be reviewed and raised so that teachers have higher expectations of what all pupils should achieve.

5 In English the inspection findings indicate that in Year 6 pupils' attainment in reading, writing and speaking and listening is currently in line with national averages. This is because the quality of teaching for the oldest pupils is particularly good, and when working with teachers and LSAs pupils consistently produce work of a higher standard than in tests. Tasks are clearly explained for them and pupils receive constant help to improve their work. In Key Stage 1 standards in reading, writing and speaking and listening are in line with national averages when children are working in lessons because the literacy hour has provided a clear structure for teaching and pupils receive close and effective support from LSAs. Other subjects such as science, history and religious education (RE) are effectively used to develop literacy skills.

6 In the reception class and Key Stage 1 pupils listen carefully to explanations and stories and contribute readily to class discussions. By the end of Key Stage 2 most pupils

can talk confidently about their work and express their opinions in discussions. They listen intently to teachers' explanations which helps to improve their work. Some reception pupils can read accurately and fluently by the time they enter Key Stage 1 and almost all can read familiar words with confidence. By the end of Key Stage 1 most can read back their own writing with reasonable accuracy and have made a good start to reading. Pupils at the end of Key Stage 2 can read complex stories and refer to the text and characters when discussing them. Some make good use of the Internet to gather and collate information to assist their studies. By the end of Key Stage 1 most pupils use capital letters correctly in their writing and some spell longer, regular words accurately and are confident in writing simple sentences. At the end of Key Stage 2 most pupils can write in a variety of forms for a range of audiences using language thoughtfully and appropriately. Some use complex sentences which are correctly punctuated and in which they select vocabulary imaginatively to convey their ideas.

7 Taking into account National Curriculum test results and inspection findings, pupils' progress in English in Key Stage 1 is unsatisfactory overall, even though some of the teaching is now good. Pupils' progress in Key Stage 2 is satisfactory because of the very good teaching they now receive. To raise standards further the school needs to place a high priority on improving all aspects of pupils' reading and writing throughout the school and make the application of the literacy hour more consistently effective. Pupils with special educational needs make good progress throughout the school because of good provision and very good support from LSAs.

8 Inspection evidence indicates that standards of attainment in mathematics are now satisfactory at the end of Key Stage 1 and good at the end of Key Stage 2. Most pupils in reception show an awareness of addition and subtraction and some can work with numbers to ten and beyond. By the age of seven pupils write and order numbers to 100 and have a sound understanding of place value. Their knowledge of shape is appropriate for their age and for example they can correctly name rectangles and cones. However few show the knowledge required for the higher Level 3 and few use simple multiplication tables to solve problems. By the end of Key Stage 2 pupils use the protractor accurately and appropriately and can identify acute, obtuse and reflex angles. They understand fractions and decimal fractions to show proportion and are able to collect data, choosing an appropriate method to show their results. Skills of numeracy are well practised in science and design and technology, but to further raise standards the use of number should receive high priority in all aspects of the curriculum.

9 Pupils, including those with special educational needs, make satisfactory progress in both key stages because the numeracy lessons are giving a clear and consistent focus for teaching. In Key Stage 2 pupils' achievement is particularly rapid because of the very good teaching they receive.

10 Standards of attainment in science are now at least satisfactory at the end of both key stages, and often better, particularly in Key Stage 2. Fair testing in science is well established in both key stages and is fundamental to the school's approach, which stresses investigations. In Key Stage 1 these are usually controlled in class lessons by the teacher, but in Key stage 2 most pupils can carry out simple investigations effectively and try to think and act like scientists as they do so. Pupils make satisfactory progress throughout the school and those with special educational needs do well because of the skilled help they receive from LSAs.

11 Attainment in information and communication technology (ICT) is in line with national expectations at the ages of seven and eleven and most pupils use ICT with

enjoyment. Pupils mostly carry out word processing and older pupils confidently draft and improve their work on the screen. In Years 5 and 6 pupils freely use the Internet and CD-ROMS to locate information in a range of subjects, especially in history.

12 Pupils' attainment by the age of seven and eleven in art, history and RE is in line with national expectations and achievement is satisfactory. No overall judgements on attainment and achievement could be made in design and technology, geography, music and physical education (PE) because the sample of work was small and comparatively little was timetabled during the inspection. All pupils have equal access to the curriculum and there is no significant difference in lessons in attainment by any groups of pupils in any subject. Provision for pupils with special educational needs is very good and they achieve well.

13 In general pupils' attainment in lessons in both key stages is higher than that suggested by national curriculum tests. The reasons for this are the improved quality of teaching throughout the school and the introduction of the literacy and numeracy lessons. The additional support staff make a very good contribution. Pupils are generally well taught, receive clear task setting and are well supported in lessons. As a result they achieve better than when facing test conditions on their own. In Years 4, 5 and 6 pupils are now being taught to analyse tasks for themselves and are starting to work on their own for concentrated spells. A similar, consistent approach is now needed throughout the school.

Pupils' attitudes, values and personal development

14 Pupils have very positive attitudes towards school and towards lessons. They are interested and enthusiastic, willingly accept responsibility and are keen to take part in all school activities. Behaviour, in lessons and around the school, is very good. Pupils are polite, friendly and articulate when talking with visiting adults. They help to create a positive atmosphere in which to learn. Their behaviour is very good and bullying is a rare occurrence and promptly and effectively dealt with. Pupils feel that friendliness is a significant strength of the school. There is no evidence of sexism or racism. Pupils play and work happily together, regardless of gender or ethnicity.

15 Personal development is good. Pupils are helped to understand the impact of their actions upon others. They co-operate well and realise that the best learning environment is one in which all share the same positive goals. Relationships between pupils and staff and among pupils are very good. Pupils respect others' views, beliefs and feelings. For example, pupils responded sympathetically to some pupils who found the meningitis injections difficult to deal with. Pupils are keen to show initiative and to take responsibility. As pupils progress through the school they begin to take independent decisions in lessons and to accept responsibility as monitors. For example, in Year 6, they assist younger pupils with reading during wet breaks.

16 Attendance is usually above the national average, although some parents remove their children for in-term holidays. Pupils are punctual and lessons start on time. There have been no exclusions in the current year.

HOW WELL ARE PUPILS TAUGHT?

17 The quality of pupils' learning is good because overall the quality of teaching is good and because pupils have very positive attitudes to work. Three quarters of teaching is good or better with a high proportion which is very good and excellent. Teaching in

reception is sound overall, with some good teaching. It is good in Key Stage 1 and very good in Key Stage 2, particularly in Year 6. This represents a significant improvement from the last inspection because the proportion of good and outstanding teaching is greater. Teaching is very good in design and technology, good and often very good in English, good in art, music and RE and satisfactory in mathematics, science, ICT, history and PE. In geography too few lessons could be observed for a judgement to be made. Literacy skills are well taught in English lessons and in science, history and RE. Numeracy skills are taught satisfactorily in mathematics lessons and are well used and practised in science and design and technology.

18 Although most teachers are very effective and standards observed during the inspection were better than those indicated by national tests, they are still comparatively low. This is because in many subjects schemes of work are inadequate to support planning which builds on pupils' previous work throughout the school. As a result teachers often have to build in lower levels of work before moving on to more advanced tasks, for example, in geography, art and design and technology. In addition, time is not used effectively in English and mathematics lessons, particularly in Key Stage 1. Some lessons last too long so that pupils lose concentration and their progress slows. In some other cases, where pupils are actively involved in a task which captures their attention, the extended time allowed is both profitably used and necessary for learning to be most effective. In a lengthy science lesson, for example, Year 4 pupils worked with sustained concentration dissecting owl pellets, sorting and classifying the contents to establish what the owl had been eating, and finished the lesson by watching a video clip of an owl disgorging a pellet.

19 Pupils work hard in lessons and most pupils make satisfactory progress. Except where lessons are too long they concentrate well and give one another quiet support through brief discussion before returning to their own work. In part the quiet working atmosphere results from teachers' careful explanations and their appropriate expectations. Consequently, pupils understand their work, which is generally well matched to their prior attainment. Teaching satisfactorily meets the needs of all pupils except some higher attaining pupils in Key Stage 1 who need to be stretched by more demanding tasks, particularly in mathematics. Pupils with special educational needs make good progress.

20 A particular strength throughout is the way teachers manage pupils' behaviour. Relationships between all teachers and support staff and pupils are very good. As a result pupils are able to work without interruption in a calm, supportive atmosphere. They know they can seek help from teachers and LSAs when they do not understand. LSAs make a major contribution to pupils' progress. They liaise effectively with class teachers about how well pupils have understood work so that future planning is adjusted and pupils make better progress.

21 Teachers have good knowledge and understanding of the subjects they teach. Their individual planning is good and they prepare thoroughly, providing good quality resources for lessons which enable pupils to work without interruption. Though a number of parents expressed dissatisfaction at the homework set, the inspection evidence indicates that the setting and correction of homework is an appropriate extension of classroom work.

22 Teaching is good and is sometimes outstanding but teachers work mostly in isolation. Lack of consistency in planning work for pupils between year groups and between the key stages means that standards are not as high as they should be. To ensure that good teaching leads to improved standards, detailed schemes of work are

needed to support improved planning. Whole-school systems should ensure consistency across all year groups. These should include the identification of strengths and weaknesses in each subject so that planning is adapted accordingly. The level of co-operation between the teachers of Years 5 and 6 and the joint planning which is taking place is already leading to improved standards. It should be extended to involve the whole school.

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

23 The curricular and other opportunities provided by the school are satisfactory in that the requirements of the National Curriculum are implemented at an individual teacher level, and the school currently meets statutory requirements. However, teaching time does not meet recommended guidance. At Key Stage 2 the taught time in the week is an hour less than that recommended. The structure of the teaching day also leaves pockets of time which are not efficiently used, particularly in the morning sessions when the literacy and numeracy lessons take too long and the time remaining is not effectively planned. As a result some subjects have a reduced time allocation and standards are lower than they could be.

24 The school lacks an overall rationale for curriculum planning and there has been limited progress since the last inspection on whole-school planning. The school should now initiate a planning process based on an analysis of school aims and pupils' learning needs. This should be followed by curriculum decisions relating to priorities and time allocations, leading to a whole-school curriculum framework, with medium term plans outlining learning objectives and teaching strategies, and short term plans which detail specific learning steps and teaching approaches. There are excellent examples of planning in Key Stage 2 where teachers employ effective assessment and target setting strategies together with systematic evaluation of the effectiveness of lessons. This supports constant improvement and should serve as a good model for the rest of the school to emulate.

25 The National Literacy and Numeracy Strategies have been introduced satisfactorily but more consistency in their application is needed. Whilst planning for the improvement of provision for ICT is good there is still much to be done and the planned computer suite is unlikely to open until January 2001.

26 As a result of the last inspection a personal, social and health education policy has been drawn up, and with the very positive ethos of the school and the caring and supportive environment which the head teacher and staff generate the provision for this aspect of pupils' development is now good. Sex and drugs education is effectively dealt with in science lessons in Year 6.

27 The school provides a curriculum that generally meets the needs of all pupils except in mathematics, where provision for some higher attaining pupils is inadequate. On the other hand, gifted pupils are well catered for in science where teachers' expectations are very high and in Year 6 some elements of the Key Stage 3 curriculum are introduced. Pupils work together cooperatively in a very harmonious way throughout the school. The provision for pupils with special educational needs is good.

28 Extra-curricular provision is very limited, comprising football, netball and individual tuition in violin and cello. However, the school makes satisfactory use of the local environment and community. Representatives from local churches regularly contribute to

assemblies and visits from the police and local sporting groups support a range of learning opportunities. The school fosters links with charitable organisations such as Guide Dogs for the Blind and helps them with fund raising. Through day and residential visits the school makes effective use of the local and wider environment for enhancing learning in science, history and geography as well as for supporting pupils' social development.

29 The provision for pupils' spiritual development is good. Teaching in RE lessons provides insight into spiritual values by encouraging pupils to reflect upon beliefs, customs and religious stories. For example, the religious significance of artefacts in a Year 4 lesson specifically helped pupils to gain understanding and knowledge of religious practices. Other subjects contribute well to spiritual development. In a science lesson where pupils were dissecting owl pellets the teacher engendered a real sense of wonderment and excitement. Assemblies provide good opportunities for reflection on deeper aspects of life and values. Through the themes, stories and contributions of visiting speakers, pupils have real opportunities to think through some of life's deeper issues.

30 The school makes good provision to enable pupils to distinguish between right and wrong. Much of this takes place within the day to day relationships in the school and is demonstrated through teachers' high expectations of behaviour. However more specific provision is made through teaching in RE lessons where moral issues such as "sharing" and "temptation" are discussed. Assemblies also provide good opportunities for reflection on moral issues such as handling success, caring for others and perseverance.

31 Provision for pupils' social development is good. Pupils are positively encouraged to work cooperatively in science, geography and mathematics. This successfully enhances their social skills and understandings. Pupils take on tasks and responsibilities such as preparing assemblies and as wet playtime helpers with younger pupils. They take good care of resources and clear up effectively at the end of lessons.

32 The provision for pupils' cultural development is satisfactory. RE, music and art contribute well to pupils' cultural experiences although the preparation which pupils receive for living in a multi-cultural society is limited and is marked by the absence of positive images of ethnic minorities in displays around the school.

33 There are sound links with the secondary school to which pupils transfer. Although the pupils have no opportunity at present for a formal visit prior to taking up their places, staff exchanges serve to inform both pupils and staff about transfer arrangements. The school is increasing its links with the outside world through the growing use of the Internet.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34 Since the last inspection, the school has maintained its high standard of care for pupils. Teachers and support staff know the pupils well and are very responsive to their personal needs. Procedures for monitoring pupils' personal development are satisfactory. All staff contribute to an emotionally stable and secure environment in which pupils feel safe, secure and valued. Pupils feel confident that they can turn to their class teacher whenever they need help or support. The school has good procedures to ensure the pupils' welfare, health and safety. Arrangements for child protection are very good.

35 The school's arrangements for monitoring attendance are satisfactory and there are good procedures for monitoring and promoting good behaviour. The school has drawn up a clear behaviour policy, with classes creating their own systems of sanctions and rewards. These systems are understood by pupils and are applied consistently.

36 Teachers and LSAs know pupils with special educational needs well. Procedures for identifying and assessing pupils with learning difficulties and the provision to meet their needs are good and fully comply with the code of practice. Good systems ensure regular reviews of pupils' progress and check that the provision outlined in their statements is provided.

37 Procedures for assessing and monitoring pupils' attainment and progress are inconsistently applied and are unsatisfactory overall. However there is some good practice to build on. In reception, a baseline assessment is undertaken for each pupil within the first six weeks. This is used to identify serious problems and assess the support needed. End of Key Stage 1 test results are used to set National Curriculum levels which each pupil is expected to achieve in English and mathematics at the end of Year 3. The use of assessment information to set challenging targets for other years is not sufficiently developed so that expectations of pupils are not always as high as they should be. However clear guidance is given to pupils to help them improve their work in Years 5 and 6. Pupils in these classes know the areas of work that they need to improve, and in Year 6 can describe exactly what they need to do.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38 Parents are mostly supportive of the school. They perceive the school to be generally successful but many have criticisms of specific aspects of it. In the pre-inspection questionnaire, to which there was a good response, 90% or more of the parents responding expressed favourable views about children's enjoyment, their progress and behaviour, the quality of teaching, the school's approachability, expectations of pupils and leadership and management. Inspectors agree with most of the positive views, but pupils' progress is satisfactory rather than good and there are weaknesses in leadership and management. Unlike the previous inspection, there was a significant level of criticism of a lack of activities outside lessons (very high dissatisfaction), the level of homework, information received about pupils' progress and the closeness of links with parents. Although there is a good programme of visits and visitors, there is a very narrow range of extra-curricular provision, with only two after-school sports clubs and no non-sporting activities. The amount of homework is appropriate, being particularly well targeted in Years 5 and 6. Information on children's progress is satisfactory overall and good in termly consultation evenings. Annual reports are of satisfactory quality but lack comments and targets for improvement. Both the head teacher and staff are approachable and there are many informal opportunities for discussion.

37 The school's partnership with parents is satisfactory but this is a less positive judgement than was made by the previous inspection. Whilst parents generally have a positive impact on the work of the school more helpful reports should be developed which show what pupils need to do to improve their work so that parents can support them at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40 The head teacher sets an excellent climate of care and good relationships for the school but overall, leadership and management of the school are unsatisfactory. Over the last two years the national strategies for literacy and numeracy have provided the central direction for its work but leadership has still failed to tackle sufficiently the school's poor results in English and mathematics.

41 Staff are committed to improvement and want the best for their pupils. There are now the beginnings of more open and shared dialogue for the improvement of the school. Much of this is due to the influence of the new deputy head teacher who is knowledgeable about all aspects of school development, clear in his thinking, decisive in his actions and effective in his personal communication skills. He knows what needs to be done and is giving effective support to the head teacher. At present the senior management team (SMT) is ineffective and subject coordinators have little real influence. However because the head teacher and deputy head teacher work closely with each other the school does now have the capacity to improve further.

42 The head teacher and other key staff have not been sufficiently effective in promoting high standards and good teaching and learning. Delegation has been unsatisfactory and coordinators have little influence, leading to weak curriculum leadership. In the light of the three forthcoming staff changes, roles and responsibilities should be reconsidered as soon as conditions allow. Subject coordinators are starting to check teachers' planning for curriculum coverage and provide a helpful point of advice and information for teachers. They also order and maintain resources. However their capacity to be more effective is limited by the lack of a clear understanding of the job, lack of time and agreed strategies to do it and lack of training. The school development plan and staff development programme should now address this.

43 The governing body is determined to be effective and has the expertise to be so. In the past the governors have been insufficiently effective in acting as a critical friend, for example in not challenging the school on its results sufficiently. Individual governors are now linked to subjects and are starting to visit regularly to gain firsthand knowledge and understanding of the school. Their individual roles and responsibilities now need to be clarified and their work better related to that of the head teacher and other senior managers. It is crucial that they keep a close watch on the leadership situation and give support to staff. Currently they meet their statutory requirements, and with the head teacher, now have a clear view of the strengths and weaknesses of the school.

44 Monitoring and evaluation of work in classrooms was part of a key issue in the last inspection report. Monitoring of standards of pupils' work has improved since the last inspection and the results of some National Curriculum tests have been analysed. The analyses have not been used sufficiently to set targets for groups and individual pupils, and issues and teaching points for staff remain unaddressed. Appraisal and performance management by senior managers is weak. Most teachers have been observed but most of this has occurred relatively recently. Overall, insufficient progress has been made since the last inspection. Monitoring is neither regular nor systematic and feedback is not clear enough to help staff set targets or show how improvements can be made. There is insufficient follow up to help the professional development of staff. Support staff make a good contribution to pupils' education but their effectiveness is only monitored informally and they should now be included in a comprehensive programme for the monitoring, evaluation and support of all staff. As yet the governing body has played little part in

monitoring and evaluation but they now have an appraisal system for the head teacher and deputy head teacher and appropriate targets have been set for them.

45 Arrangements for the induction and support of new teachers, including temporary ones, are weak and not sufficiently based on feedback from staff to be effective. To be fully effective these arrangements should be included in a coherent programme of staff training and development.

46 The school's development plan covers a period of one year and lists a number of areas for development. Some of these, such as improving standards of literacy, numeracy, science and ICT are important. But strategies are not fully thought through, success criteria rarely relate to improved standards and performance, checking on progress is vague and the plan has no clear and visible links with the budget. Staff were insufficiently involved in the production of the plan which was not based on a systematic audit of the curriculum or the results of assessment procedures. The lack of a clearly prioritised development plan, which the staff and governors share and understand and which provides a rationale for spending decisions, is a weakness. It is reflected in a school in which staff make their own individual contributions to the education of pupils rather than collectively as a united team.

47 Financial planning, administration and control is sound and the recommendations of the latest auditors' report have been acted upon. As yet the principles of best value do not play a significant part in obtaining tenders or in comparing the school's performance with that of similar schools. The school now has its own website but use of new technologies is limited to the Internet and electronic mail and staff training is needed for further development.

48 The school has sufficient qualified and experienced teachers to meet the demands of the curriculum for all pupils. There is generous additional provision for learning support which makes a good contribution to pupils' learning.

49 The school has sufficient accommodation for the present eight classes. The accommodation is well maintained internally and kept clean and in good condition by the caretaker. Teachers provide a stimulating learning environment with displays of work which present good standards and give interesting information. The library is badly sited. Its potential as a resource for personal study and pleasure in reading is severely limited by its isolation from most classes. This should be reviewed to make it a more effective resource in promoting high standards of literacy for all pupils. The school has a good-sized hard playground and generous playing fields. Resources for all subjects are satisfactory or better.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50 The governing body should include the following key issues in its post-inspection action plan. They are listed in order of importance:

Improve the quality of leadership and management by ensuring that the head teacher and deputy head teacher work closely with staff to:

Improve pupils' attainment by:

- placing a high priority on improving all aspects of pupils' reading, writing and number throughout the school (paragraphs 7, 8 and 40);

- monitoring the academic progress of all pupils and using assessment information to set specific and ambitious learning targets for individuals and groups of pupils (paragraphs 4, 37, 44 and 70);
- helping coordinators to keep a check on pupils' attainment and achievements in their subjects and use this to improve the quality of learning in them (paragraph 70).

Create a whole-school curriculum framework which:

- embraces the new Curriculum 2000, and the new Early Learning Goals for the reception class (paragraphs 22, 24 and 96);
- improves long, medium and short term planning (paragraphs 18, 22, 70, 92, 96, 105 and 112);
- includes schemes of work for the whole-school for each subject which take account of the national schemes and provides consistency in the planning of pupils' work throughout the school (paragraphs 18, 22, 72, 84, 88, 92, 96, 105 and 108);
- increases the teaching time for Key Stage 2 to meet the national guidelines (paragraph 23);
- allocates appropriate time to all lessons so that no subjects are reduced and a broad and balanced curriculum is delivered to all pupils (paragraphs 18, 22, 103 and 107).

Ensure that the work of subject coordinators is supported, managed and monitored by:

- re-organising the management and curriculum responsibility structure to take account of the imminent staff changes and make best use of teachers' expertise (paragraph 42);
- agreeing a clear description for the role of coordinator (paragraph 42);
- providing time for coordinators to carry out their work (paragraph 42);
- ensuring that all coordinators have training in their role (paragraph 42).

Ensure teaching and learning is checked systematically to ensure they are of consistently high quality throughout the school by:

- devising a regular and systematic programme for observing teaching by the head teacher, deputy head teacher and coordinators (paragraphs 70, 82, 105 and 108);
- giving oral and written feedback to teachers which agrees targets for further improvement (paragraphs 44, 70, 80 and 82);
- providing guidance and training for coordinators on checking the effectiveness of teaching in their subjects (paragraphs 42, 82, 88 and 103).

Improve the school development plan by:

- requiring all staff to audit in their areas of responsibility and identify needs (paragraphs 46 and 76);
- identifying development priorities from these for inclusion in the plan (paragraph 46);
- taking into account national and local imperatives (paragraph 46);
- fully involving the governing body and using the principles of best value (paragraph 47);
- using financial resources to support improvements (paragraph 46);
- making success criteria clear, quantifiable and focussed on raising standards of attainment (paragraph 46);
- identifying and meeting training needs (paragraph 42);
- ensuring that it reflects a clear view of the strengths and weakness of the school (paragraph 46).

Other issues that the school should consider:

- planning extension activities in mathematics for higher attaining pupils (paragraphs 8, 19 and 27);
- improving the management of support staff (paragraph 44);
- improving induction procedures for new staff (paragraph 45).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
14	18	43	20	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	237
Number of full-time pupils eligible for free school meals	24

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	48

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	14	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	9
	Girls	11	11	10
	Total	22	21	19
Percentage of pupils at NC level 2 or above	School	78 (78)	75 (70)	67 (66)
	National	(82) (80)	(83) (81)	(87) (81)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	13
	Girls	12	11	10
	Total	23	24	23
Percentage of pupils at NC level 2 or above	School	80 (81)	87 (90)	80 (87)
	National	75 (78)	82 (83)	84 (85)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	31	20	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	19	19
	Girls	20	17	17
	Total	32	36	36
Percentage of pupils at NC level 4 or above	School	45 (56)	71 (48)	71 (60)
	National	70 (65)	69 (59)	79 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	17	18
	Girls	20	17	16
	Total	31	34	34
Percentage of pupils at NC level 4 or above	School	60 (56)	66 (58)	66 (62)
	National	68 (65)	69 (65)	76 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	1
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	231
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes:****YR – Y6**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	26
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	143

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	4	
Other minority ethnic groups		

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

Financial information

Financial year	1999/2000
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	£
Total income	436,006
Total expenditure	453,506
Expenditure per pupil	1,913
Balance brought forward from previous year	24,920
Balance carried forward to next year	7,420

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

237

Number of questionnaires returned

120

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	35	6	2	0
My child is making good progress in school.	42	48	8	2	0
Behaviour in the school is good.	45	48	4	1	2
My child gets the right amount of work to do at home.	27	48	20	4	1
The teaching is good.	42	49	5	3	1
I am kept well informed about how my child is getting on.	36	43	15	6	0
I would feel comfortable about approaching the school with questions or a problem.	65	29	6	0	0
The school expects my child to work hard and achieve his or her best.	47	49	0	2	2
The school works closely with parents.	28	55	13	3	1
The school is well led and managed.	52	41	5	0	2
The school is helping my child become mature and responsible.	36	52	9	0	3
The school provides an interesting range of activities outside lessons.	12	28	37	9	14

Other issues raised by parents

51 No other significant issues were raised by parents. Parents at the meeting with the registered inspector were very supportive of the school.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

52 At the time of the inspection there were 26 pupils in the reception class, mostly aged five. Pupils enter the school at the start of the academic year in which they become five, and the youngest ones attend on a part-time basis for the first term. Some have had experience of local playgroups. Attainment on entry to the nursery is ascertained through the use of the LEA's Baseline Assessment process. This indicates that most pupils enter with lower attainment than the LEA averages, but scrutiny of pupils' work over the year suggests that attainment on entry is broadly in line with national expectations for pupils of that age. The school has maintained the standards and quality of provision indicated in the last inspection report.

Personal and social development

53 Pupils' attainment in personal and social development is satisfactory. They make sound progress and are well on the way to attaining the desirable learning outcomes for five year olds. They settle quickly into their new surroundings, co-operate well in pairs and groups, and are becoming enthusiastic about learning. Some pupils can work independently but most still need the reassurance and support they get from the teacher and the classroom assistant. They are generally happy and secure, growing in confidence and able to ask for help when they need it. They listen and respond well in class discussions and are learning to share equipment sensibly. They treat each other with care and consideration, taking turns sensibly, for example when using the outdoor apparatus. Most respond well when given responsibility and they can keep their belongings tidy. They are mostly interested in their work and can concentrate well in literacy and numeracy sessions.

Language and literacy

54 Pupils make sound progress and standards at the end of the reception year are satisfactory. Pupils are better at reading than writing. They respond well to the literacy teaching although sometimes sessions are so long that their interest starts to falter. They enjoy re-telling a story and remembering the main events and characters. They can ask simple questions and listen carefully to an answer. They talk about their favourite stories and know that words in books have meaning. Many know initial letter sounds and can associate sounds with letters. Some can already read confidently, recognising words in books and around the classroom. Most pupils can write their name without help and write letter shapes accurately.

Mathematics

55 Most pupils meet the desirable outcomes for five year olds by the time they leave the reception class. They can sort and count toy animals, putting them into pairs. They enjoy number rhymes and songs, joining in the actions. They show an awareness of simple addition and subtraction and most pupils can count heads to five and match this to the correct numeral. They can write some numbers accurately. Some can work with numbers to ten and beyond. Insufficient opportunities are given to higher attaining pupils to work with larger numbers. Pupils enjoy working with numbers but the length of numeracy sessions should be cut down to avoid pupils losing concentration and interest.

Knowledge and understanding of the world

56 Pupils' attainment in knowledge and understanding of the world is satisfactory and they are well on line to meeting the desirable learning outcomes for five year olds. They know that plants live and that they grow and change. They talk with confidence about animals and make large box models of them. They ask sensible questions about growth and listen carefully to the answers. They know that a simple map of the neighbourhood represents streets and houses, and with help, can follow a route to school. They have limited access to computers but understand simple programming of a Roamer when given close support by the learning support assistant.

Physical development

57 Standards in pupils' physical development are good. There is a good outdoor play area with suitable large play apparatus and equipment. The hall is well used by the reception class and they enjoy dance and gymnastic activities. Most pupils can move in a variety of ways and run and jump with increasing control. They are developing good control in balancing and some can put together small sequences of movement. Many can dress themselves with little help when getting changed for a PE session. They handle small construction equipment with confidence. Fine motor skills are developing well and most can thread beads on to a lace and cut paper with reasonable accuracy.

Creative development

58 Attainment is satisfactory in this area of learning and pupils make sound progress. Some pupils can mix their own paints and recognise the primary and some secondary colours. They can talk about patterns and are able to choose materials for a collage and cut with some help. They use their imagination well in dramatic and role play in the dressing up area. They can remember a number of action songs and rhymes and enjoy singing together.

Teaching

59 Teaching in reception is always sound and sometimes good. Relationships are good, staff have a clear understanding of how young children learn, and create a secure, caring environment where pupils feel confident and safe. Staff have generally appropriate expectations of pupils' work and behaviour and usually have a clear focus upon raising standards. Effective teaching in literacy and numeracy is helping to raise standards but the length of these sessions should be shortened to ensure that children maintain their concentration and learn effectively.

Curriculum provision

60 The curriculum is broad and balanced and meets the needs of individual pupils. However planning is not always linked to the areas of learning for under fives and does not always show what pupils will learn and how it will be assessed. With the introduction of the Early Learning Goals in September the opportunity should be taken to review and re-model the curriculum for what will then be the Foundation Stage. Resources are of sound quality, properly cared for and used appropriately. Learning support assistants give excellent support and contribute positively to pupils' learning.

ENGLISH

61 In the 1999 National Curriculum tests standards of attainment at the end of Key Stage 1 were below average in reading and well below average in writing. At the end of Key Stage 2 the 1999 tests indicate that the proportion of pupils attaining the average grades in English was below average although the proportion reaching the higher Level 5 was above average.

62 When the school's performance is compared with other schools with pupils from broadly similar backgrounds, standards at the end of Key Stage 1 are well below average. They are very low at the end of Key Stage 2 although above average numbers attain the higher grade. Over the period 1996 to 1999 the improvements in reading and writing in Key Stage 1 have been below the national average rate except in the case of boys' reading where the improvement has been close to that achieved nationally. Over the same period the trend in Key Stage 2 has been broadly in line with the national trend though boys have improved at less than the national average rate and girls at a rate above the national average. Inspection evidence indicates that as a result of good and often very good teaching, standards in individual lessons in both key stages are usually in line with those expected nationally. The lower standards in some lessons are a reflection of some important differences in the way the National Literacy Strategy (NLS) is applied in different parts of the schools.

63 Standards in speaking and listening for children under five and at the end of Key Stage 1 are broadly average and listening skills are good. Pupils can talk about the important events in stories and in their own lives. They listen intently to teachers' explanations and many contribute readily in discussions. Those who lack the confidence to contribute are sensitively helped to do so in small group work by both teachers and LSAs. By the end of Key Stage 2 most pupils can talk with reasonable confidence in a range of contexts. Some can give extended and reasoned explanations for their work and their opinions about a topic under discussion. The good progress in listening skills is maintained and makes an important contribution to pupils' understanding of the work they are given.

64 A small proportion of pupils under five show confidence in reading familiar words contained within an appropriate story. By the end of Key Stage 1 most can talk about their stories and can read back their own writing with reasonable accuracy. Pupils make good use of the school's system of splitting difficult words and some can read fluently and accurately, correcting themselves when the sense of the passage is spoiled by an inaccuracy. By the end of Key Stage 2 most pupils can read a reasonably complex text, understanding the main themes and the characters involved. Often they can refer to the text to support their opinions. A few pupils can search the Internet to gather and collate information and can identify key features, selecting parts of the text to justify their views.

65 Most pupils are beginning to use a more varied and interesting vocabulary in their writing by the end of Key Stage 1. In handwriting the letters are generally well formed and the spelling of simple words is usually accurate. Most show an awareness of capital letters and full stops and are beginning to use them in their own writing. A few pupils can use language more imaginatively in various types of writing. They spell the longer, regular words accurately and are confident in writing simple sentences. By the end of Key Stage 2 most pupils can write in different forms using language thoughtfully and appropriately. They can develop ideas and describe events clearly. Spelling is usually accurate and many have developed a fluent and sometimes individual handwriting style. A small number of pupils use complex sentences which are punctuated accurately and in which they select vocabulary with some flair to convey their ideas. Often this writing is in the context of other

subjects such as history, for example, when Year 6 was writing about the period of World War Two.

66 When considering both the national test results over four years and observations during the inspection, progress in Key Stage 1 is unsatisfactory despite some good teaching. In Key Stage 2, where teaching is even better, progress is satisfactory. To improve standards the school needs to develop greater consistency in the approaches to teaching and writing and the application of the NLS across both key stages. Pupils with special educational needs make good progress throughout the school as result of very good coordination, good liaison between teachers and support staff and the sensitive help provided by LSAs. The provision for pupils with special education needs is similar to that reported in the last inspection.

67 Pupils' attitudes to learning are very positive. Most respond confidently and willingly during whole class discussions though some prefer a small group situation in which to express their views. Pupils are very attentive to teachers and to one another and their positive attitudes are similar to those reported in the 1996 inspection. The working atmosphere is almost always good so pupils concentrate well and can work undisturbed. Though most tasks are individual, pupils co-operate well, supporting one another effectively before returning to their own work. For example, with good guidance from the teacher, pupils in Year 5 were able to interrogate a text, drawing out how language was used persuasively in an advertisement seeking to make money for the Dispensary for Sick Animals.

68 The quality of teaching is good and often very good. Teachers plan carefully, using the broad structure of the NLS. In some cases, particularly in Key Stage 1, the lessons are too long for the age and maturity of the pupils so that they have difficulty concentrating throughout the lesson and progress suffers. Teachers have clear objectives for lessons and their careful explanations ensure that pupils understand what is expected. Class discussions and the reading or writing tasks often have good pace which, coupled with pupils' good work habits, ensure that time is spent productively. The relationships between staff and pupils are very good. Behaviour is managed well so that pupils are undisturbed and they are confident about seeking help from both teachers and support staff. The quality of marking is particularly good in Years 5 and 6 where pupils are often given precise comments on their work which are positive in tone but give clear guidance for improvement. In some classes the end of lesson summaries are used well, providing a careful, clear, reinforcement of what has been learned during the lesson. In others these summaries do not return to the learning objectives of the lesson and lack a clear focus and a sense of urgency, remaining at the level of sharing some pieces of work. When this is the case they are less effective in supporting progress. The quality of teaching is now significantly better than that reported in the 1996 inspection.

69 The leadership and management of English is unsatisfactory because there are few whole-school systems in place which enable the support and monitoring of provision to be effective. The coordinator has access to teachers' planning and has begun to observe teaching. However, influencing the planning and teaching methods is largely left to the informal contact between staff.

70 To improve continuity and raise standards the school should implement the following in a planned, phased manner:

- involve all staff in jointly assessing reading and writing, using National Curriculum levels in order to improve the accuracy of assessment;
- develop a portfolio of assessed pieces of writing for staff reference;
- analyse national test data and work samples to build a picture of strengths and weaknesses in standards within each year group and ensure that teachers' planning is focused on the improvement of weak areas;
- establish systems for monitoring planning to ensure it is targeted appropriately;
- continue to observe teaching, giving feedback which includes targets for improvement;
- monitor the impact on standards of any change to provision;
- establish targets which are not an estimate of what a cohort will probably achieve but are an estimate of what it might strive to achieve given good teaching and the changes to provision.

MATHEMATICS

71 Standards at the end of Key Stage 2 at the time of the last inspection were in line with the national average. However, standards since then have been low. In 1999 overall levels of attainment at the end of Key Stage 1 were below the national average and by the end of Key Stage 2 in line with them. When compared with similar schools standards are very low. During the inspection there was sufficient evidence to suggest improvements are being made this year and standards of attainment are now satisfactory at the end of Key Stage 1 and good at the end of Key Stage 2.

72 A key reason for the decline in standards since the last inspection is the lack of a clear scheme of work to ensure pupils' continuity in learning in all aspects of the subject. The resulting gaps in pupils' learning contribute to the low standards achieved. However, the recent introduction of the National Numeracy Strategy (NNS) has provided teachers with a clearer structure in their planning. Teaching and learning observed during the inspection were at least satisfactory and at times good. The implementation of the numeracy lesson is having a positive effect on pupils' learning but has not had sufficient time to make a significant improvement in standards.

73 Pupils in reception can sort shapes into sets according to laid down criteria and are counting effectively. In Year 1 pupils can count forwards and backwards in fives. They add two small numbers accurately. However, many still count all rather than counting on from the largest number. At the end of Key Stage 1 the understanding of number for more able pupils is generally average. They write and order numbers to 100 and have an appropriate understanding of place value. For example, they recognise the number 64 is made up of six tens and four units. Their knowledge of shape is appropriate for their age and can name correctly two and three-dimensional shapes such as rectangles and cones. However, they do not understand that an angle is a measurement of turn nor recognise right angles in common shapes. Few pupils show the knowledge required to achieve the higher standard of attainment. While some pupils count in twos and count on in tens, none use simple multiplication tables to solve problems. Higher attaining pupils need more extension activities to advance their skills further.

74 Pupils in Years 3 and 4 develop their understanding of shape and over half recognise right angles in shapes and objects around them. In Years 5 and 6 pupils use the protractor accurately and appropriately. They understand that the angles in a triangle add

up to 180 degrees and can identify acute, obtuse and reflex angles. By the end of Key Stage 2 most able pupils have a secure knowledge of addition and subtraction and know most of their multiplication facts. They understand equivalent fractions and use decimal fractions to show proportion. They have good experience and knowledge of data handling. By Year 6 pupils are able to collect data in a systematic way, choose an appropriate method to show their results, and interpret their representations and graphs accurately. Numeracy skills are required and well practised in a range of subjects, especially science and design and technology.

75 The overall quality of teaching is satisfactory. Teachers manage pupils well, which results in very good behaviour within lessons. Pupils show interest in the subject and have good levels of concentration. As a result all pupils, including those with special educational needs, make satisfactory progress. Some teachers know the subject well, provide clear explanations and ask challenging questions. They are able to make careful links between mathematical topics. Other teachers need to improve their knowledge of the NNS. The school has introduced the daily numeracy lesson satisfactorily but teachers do not always fully understand it. In some lessons, particularly in Year 2, not all the parts of the numeracy lesson take place. In the best lessons teachers plan a mental warm up activity, clear learning objectives, shared with the pupils, activities which allow pupils to develop their thinking and their skills, and high quality questions at the end to assess pupils' understanding and to generate further thinking. In other classes some of these aspects are missing or they are not given the necessary importance.

76 The subject coordinator and the head teacher have delivered some of the initial training but this needs to be developed further in order to ensure a common understanding of both the numeracy lesson and the expectations of each of the parts of the lesson. The school has bought a published scheme in order to address the changes in both content and style of teaching in mathematics but its use needs urgent review. Where it is being used as the only resource of ideas teachers do not fully understand the need to choose activities and tasks that totally match the learning objectives in the strategy. The coordinator needs to audit the current provision in mathematics in collaboration with the whole staff, in order to have a clearer idea of the future direction of the subject and raise standards further.

SCIENCE

77 In the last inspection in 1996 standards were judged to be satisfactory in Key Stage 1 and above average in Key Stage 2. Over the last four years pupils' attainment in science at the age of 11 has been very low, with a huge drop in 1997. Since then standards have slowly risen although still remaining well below the national average. The National Curriculum test results in 1999 were still well below the national average and that of similar schools. However the situation has now radically changed with the arrival of the new deputy head teacher to teach the eleven year olds. An enthusiast and very knowledgeable about science, he is also an excellent teacher. Inspection evidence indicates that all of the current Year 6 pupils are achieving the expected levels and about a third are working well above them. The National Curriculum tests for this year have now been completed and early indications are that results substantiate the inspection findings. This is a much needed improvement on recent years. Furthermore, the overall teaching of science in Key Stage 2 is now of good quality and this is raising standards.

78 The school's strong emphasis on investigative work means that in all year groups pupils have a growing understanding of the principles and importance of fair testing. This ranges from keeping simple controls under the teacher's direction with the younger pupils, to older pupils devising their own experiments and controls. For example, pupils in Year 6

were strongly challenged when required to devise their own investigations using a simple range of materials provided by the teacher. They set to work with a will to identify a task and then write a guide for other pupils to carry out the investigation. The highlight came when groups tried out each others' experiments, including moments of genuine awe and delight when a mix of vinegar and bicarbonate of soda produced carbon dioxide which was then used to blow up a balloon. The lesson lasted two hours with pupils urged and trying to behave, talk, experiment and observe like scientists. In a highly enjoyable afternoon all pupils made great progress in their knowledge and understanding of science and in the development of their practical skills.

79 Coverage of the science programme of study is now sound so that pupils are making satisfactory gains in knowledge and understanding as well as simple scientific method. The recent introduction of the national scheme of work by some teachers is helping to further improve the quality of the curriculum and this should now be extended to the whole school.

80 The quality of teaching in science is satisfactory in Key Stage 1 and good or better in Key Stage 2. In Key Stage 1 teachers plan carefully and keep tasks relatively closed and well structured. Practical work tends to take place as a class with a good deal of teacher demonstration, and recording often comprises completing worksheets, although teachers do emphasise the importance of fair testing. Teaching in Key Stage 2 is often challenging and inspiring. A Year 4 class was set the task of investigating owl pellets. Meticulous preparation by the teacher provided a pellet for each pupil with all the required tools for the task and with careful attention to health and safety issues. Pupils quickly overcame some initial distaste and worked for two hours with total concentration and mounting excitement and delight as they gradually uncovered the skeletal remains of small animals. These were treated with reverence, were identified through carefully matching them to scientific keys and were classified accordingly. Pupils were awe-struck at the precision, delicacy and beauty of the bones and joints and reflected openly on what similarities there may be with their own bodies. During the afternoon the pupils made huge gains in their attitude to science and in their knowledge and understanding of it and the skills involved. The teacher skilfully used a brief plenary to reinforce new learning, showing the class a brief video clip of an owl expelling a pellet and setting homework. At the end pupils went home happily clutching their homework and still talking about their findings. It is this kind of exciting teaching that evaluation of work in classrooms should seek to make more widespread.

81 Lessons usually have a good structure which includes effective recapitulation to build on prior attainment, clear objectives shared with pupils and used to set tasks, a strong emphasis on investigative work and fair testing, accurate observation and recording, and the drawing of conclusions from results. In the best lessons errors and faults in practical work or discrepancies in results are well used by teachers to stress accuracy, fair testing and the need to check results and if necessary re-test. Most teachers are confident in teaching science and have good subject knowledge which allows them to ask searching questions and give good explanations. As pupils respond well and have positive attitudes to the subject they make generally good progress, including those with special educational needs.

82 The deputy head teacher is coordinator for science, does not have a formal job description for it, but is knowledgeable, experienced, and a valuable source of information and advice. He is starting to see teachers' planning and is able to check coverage of the programme of study. Occasionally he is able to see work from other classes but as yet there is no school procedure for monitoring and evaluation of teaching and the quality of

work in lessons. His role and responsibilities should now be clarified to include monitoring, evaluating and improving all aspects of the subject. There should then be a school agreement on how these should be carried out.

ART

83 As in the last inspection standards in art are in line with national expectations by the end of both key stages. This overall judgement masks wide variations in pupils' attainment when working in different media. Drawing and painting are experienced consistently throughout the school and, as a result, pupils develop sound skills in using line and shape both in observational work and when creating remembered or imagined scenes. They learn to mix colours well and make sound progress so that in Key Stage 2 they can overlap paint which further enriches their use of colour. Some good quality work takes place in collage and printmaking, particularly in Key Stage 1, so that pupils learn to make thoughtful decisions about texture, colour and shape but these are not built upon consistently as pupils move up the school which limits their progress. Pupils have few opportunities to engage in sculptural work and so their ability to create three-dimensional works and their understanding of form is limited.

84 Pupils in Year 6 have an excellent understanding of the work of Piet Mondrian. They can talk about the origins of his paintings and the historical context in which they were painted. Many can create their own pictures, using Mondrian's style, carefully balancing the area and intensity of colours to create a particular effect. Though pupils in other parts of the school are taught about the work of artists, their progress is restricted due to the lack of a planned scheme supported by appropriate resources.

85 Pupils enjoy their lessons in art. They listen carefully when teachers explain tasks and the techniques involved and take great care with their work. When the opportunity is presented they co-operate well on larger scale pieces of work, sharing in decision making about how the work progresses. This is a similar picture to that reported during the 1996 inspection.

86 The quality of teaching is good in both key stages and, despite the inconsistencies in provision across the age groups, standards attained are often in line with those expected nationally. This is because teachers usually structure lessons well and teach the necessary techniques carefully before pupils begin a major piece of work. In Year 1 for example, pupils were given a small piece of paper and allowed time to draw three differently textured surfaces. This experience sharpened their observations and helped them to understand how different pencil marks can be used to create smooth, rough and tangled effects, before moving to a larger observational drawing. In Year 4 pupils were carefully taught how to overlay different colours of chalk and how to smudge and blend them before starting on their first chalk drawing. The use of small pieces of paper enabled them to try different techniques before selecting one to use on their main picture. This helped them improve the quality of their work in spite of their inexperience. Teachers manage behaviour very well.

87 Relationships between teachers and pupils are good and pupils respond well to teachers' high expectations so that they remain on task and make good progress during lessons. High quality resources are provided. They are attractively presented and enable pupils to work unhindered by any practical difficulties. The quality of teaching is significantly better than that reported during the last inspection.

88 The coordination of art is unsatisfactory and the lack of a clear scheme of work is the major reason why good teaching and good pupils' attitudes result only in satisfactory, rather than good standards. In some aspects of the subject pupils' experiences are too spasmodic so that progress is limited as they move up the school. Clear decisions are needed about the range of media to be experience and the frequency of each if standards are to be raised. Whole-school systems are also needed so that coordination involves both supporting provision and monitoring its effectiveness.

DESIGN AND TECHNOLOGY

89 Only two lessons were seen during the inspection, both in Key Stage 2 and the only work seen was also in Key Stage 2. No judgements about attainment, teaching or improvements since the last inspection could be made in relation to Key Stage 1.

90 In the lessons seen attainment was above national expectations. By the end of Year 6 pupils can implement designing and making strategies effectively. They are able to consider a problem, research and devise solutions and develop criteria against which to evaluate the effectiveness of their solutions. They also have the skills to execute their designs. This is a direct result of the high quality teaching at the top end of Key Stage 2 where the approaches to lessons are well planned yet flexible, expectations are high and teachers gain a very enthusiastic response from their pupils. Features of such very good and excellent teaching include positive links to other curriculum areas to provide relevance. In one case the study of the history unit "Britain since the 1930s" provided an opportunity to look at the construction of a shelter and the criteria needed for it to perform its function effectively. In another the challenge was to make a musical instrument, relying on pupils' learning in music to develop the design brief. Other features of such teaching included high expectations of pupils in terms of their responses to questions. In one lesson a teacher specified that he wanted a "scientific" answer to a question about why a bus shelter should be painted, rather than a more general response. Such clear and specific, yet open ended questioning positively supports the pupils' learning. Teachers also provide structured frameworks which help pupils gain clarity about the designing and making process so that no part of the process, from problem to evaluation, is missed out.

91 There has been some improvement in the subject since the last inspection in that where previously there had been a lack of focus on the design and evaluation elements of the process, this is now well planned for. However, development of the scheme of work which would ensure that pupils' progress at appropriate rates has not yet been achieved and this is unsatisfactory.

92 The subject is not managed effectively because the policy is ineffective. Planning is insufficiently rigorous to meet the learning needs of the pupils. The lack of whole-school procedures for curriculum planning contributes to this situation. A scheme of work which ensures progression throughout the school in relation to the requirements of the National Curriculum is needed urgently. Recent developments in the school are starting to address this issue in the light of the National Curriculum requirements from September 2000.

GEOGRAPHY

93 Only one lesson was seen during the inspection in Key Stage 2 and the only work submitted for analysis was also in Key Stage 2. No judgements about attainment, teaching or improvements since the last inspection could be made in relation to Key Stage 1.

94 In a lesson about the local environment, attainment was only just in line with expectations despite very good teaching. This was because the teacher had to address the differences between natural and human influences on the environment, which should have been taught in earlier years, and was needed as a foundation for the study of the local environment. This was the result of the absence of a scheme of work to detail appropriate progression across year groups. From the analysis of pupils' work, by the end of Year 6 pupils have a sound knowledge of climate and its influence on people's lives and lifestyles. They can read and draw maps using and understanding relevant symbol conventions, and are aware of how localities differ as a result of the natural and human influences on them. These levels of attainment are satisfactory and reflect those reported in the previous inspection.

95 The very high quality teaching seen in the lesson observed included the use of well prepared photographic material to encourage speculation and the drawing of conclusions from close observation and analysis of visual information. The teacher's clear learning objectives were based on her assessed needs of the children which ensured that previous learning gaps were being filled prior to moving on to more demanding work. A brisk pace to the lesson and high expectations of what must be completed ensured that the pupils concentrated well and focused on their learning throughout the lesson. The open ended questioning employed by the teacher helped pupils reach conclusions for themselves based on their own analysis of the visual evidence. This approach positively supports the pupils' learning, but should now be underpinned by a scheme of work from which teachers plan to build upon pupils' previous learning. The use of the immediate school locality and areas further afield positively support pupils' first hand learning in geography.

96 Teachers generally plan their work on individually, which means that although the requirements of the National Curriculum are covered there is no overall agreement about skill development across the school. The subject is not managed effectively because the policy is unclear in its expectations of teaching and learning because there are no whole-school procedures for curriculum planning.

HISTORY

97 Pupils make satisfactory progress as they move through the school, achieving standards broadly in line with those expected for their age at the end of both key stages, which is similar to the findings of the previous inspection report.

98 Pupils gain an increasing understanding of chronology and by the end of Key Stage 1 they are able to talk with a reasonable amount of confidence about past events. In Year 3 pupils are able to use time lines as a reference point, and can relate family trees of historic people to their own family tree. They explain and compare relationships across different family trees. By the end of the Key Stage 2 pupils have satisfactory knowledge and understanding of aspects of history in Britain and other countries. They are beginning to understand differences in the interpretation of history by using primary and secondary sources of information.

99 Pupils' interest in history is evident in the carefully presented work on display around the school and their investigative work in class. The interest and enjoyment of Year 6 pupils as they studied World War Two was evident in the high quality discussions among the mixed working groups. Pupils' application to written work is less satisfactory and is approached with less determination and persistence to complete tasks, especially where it comprises filling in worksheets.

100 In the lessons observed teaching was satisfactory overall. In the best lessons, notably in Years 4 and 6, sound knowledge and understanding of the subject is reflected in their lesson plans and their clear and appropriate teaching outcomes. Teachers' enthusiasm for the topics motivates and encourages pupils to learn successfully. A good rapport with pupils is established, teachers manage lessons well and work proceeds at a brisk pace. Introductory sessions successfully enhance pupils' understanding and extend their historical vocabulary and ideas, whilst skilful questioning at the end of lessons helps teachers to assess pupils' level of understanding. Learning support assistants make a significant positive contribution to lessons, helping to keep pupils focussed on their work.

101 A good range of resources is available in Year 6. Older pupils, especially in Years 5 and 6, retrieve and use information well from a wide range of sources including books, CD-ROMs and the Internet. Some teachers use links with other subjects to broaden pupil's interest, knowledge and understanding in the subject. For example, in Year 4 a study of Viking boats was linked to measurement in mathematics and work in design and technology was linked to the study of air-raid shelters in the Year 6 history project. Management of the subject is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

102 Standards in information and communication technology (ICT) are in line with national expectations at the end of both key stages and pupils make satisfactory progress overall. Throughout the school, pupils use ICT with enjoyment. At the end of Key Stage 1 pupils can control a mouse effectively, can save work and are developing their text editing skills, for example in re-locating words. By the end of Key Stage 2 pupils can access menus and use toolbars effectively, and can confidently redraft and improve their work on screen. Younger pupils use ICT to facilitate art work and the Roamer is effectively used to develop their mathematical skills.

103 Direct teaching of ICT skills was not seen during the inspection but some teachers set a good example in their personal use of ICT to improve aspects of their own teaching. The overall position of the subject is similar to that at the time of the last inspection and little real progress has taken place. Systems for checking pupils' understanding and progress are still insufficiently developed. There is limited time available for ICT and it is insufficiently used in either literacy or numeracy. Some effective use of ICT takes place by older pupils in geography and history. The coordinator has identified the need to improve the provision and teaching of ICT and a good start has been made by the development of a scheme of work, which will be implemented from September 2000. A sensible plan has been introduced to take advantage of National Grid for Learning funding which will provide a computer suite, although this will probably not open until January 2001.

MUSIC

104 It is not possible to make a judgement on standards in music as few lessons were seen and little written work was available for analysis. All pupils follow a broad music programme that meets the requirements of the National Curriculum. Pupils are given opportunities to listen and appreciate music, to explore sound and rhythms and to compose in collaboration with other pupils. During the inspection, Year 3 pupils for example, worked in groups to create well tuned and expressive pieces based on the sea, using a variety of instruments. They collaborated well and were able to listen to and appraise each other's work. Most pupils enjoy singing in assembly and are able to sing melodically. During the

inspection, assemblies introduced some of the music of Glen Miller and pupils listened well and were able to offer good evaluative comments about it.

105 Most teachers are non specialists. Consequently, whilst they make use of the school's good resources, they sometimes lack the musical knowledge to effectively assess what pupils already know and should be able to do and then build on their previous learning. The school has an excellent range of musical instruments. Currently there is no music coordinator and the head teacher is overseeing the subject. The school has a music policy and some guidelines but no scheme of work, which means that planning for the development of pupils' skills and knowledge is limited. There is an urgent need to monitor and improve the teaching of music throughout the school.

PHYSICAL EDUCATION

106 Currently each class, except reception, is timetabled for just one period of physical activity each week. Most of these involved swimming in Key Stage 2, this comprising their PE for the week. These sessions were observed during the inspection, along with some gymnastics and dance for the reception class. It is not therefore possible to make any overall judgements on standards in PE, but almost all eleven year olds this year will be able to swim the required distance by the time they leave.

107 This situation is markedly different from the last inspection when pupils' attainment was in line with national expectations and covered all aspects of the programmes of study. Since then the National Literacy and Numeracy Strategies have been introduced and have expanded to fill most of the mornings, thus restricting the time for PE. The school should immediately bring time allocations for literacy, numeracy and all subjects into line with national guidelines, and so produce a balanced curriculum which enables pupils to have a satisfactory programme of PE.

108 The quality of teaching seen was satisfactory in both key stages. Coordination of the subject is limited to general advice and support and there is no detailed scheme of work to ensure pupils make structured progress. To raise standards the school should take urgent steps to produce a scheme of work, implement it within a balanced timetable of subjects and monitor, evaluate and support teaching.

RELIGIOUS EDUCATION

109 The school follows the Norfolk Agreed Syllabus for the teaching of RE. By the end of their time in Key Stage 1 pupils' attainment is satisfactory and in line with the expectations of the syllabus, which is similar to that reported in the last inspection. Pupils' knowledge strongly reflects key elements of Christian traditions and beliefs, along with knowledge of other major faiths like Judaism and Islam. They are encouraged to relate stories from religious traditions to their own experiences. At a very simple level pupils are learning that stories from religions have a deeper meaning than at face value. By the time they leave the school they have developed a good knowledge of a wide range of faiths, exceeding expectations for their age at the end of Key Stage 2. This is an improvement since the last inspection. Older pupils have a detailed knowledge and understanding of many faiths, for example, in Islam they have a clear idea of the nature of the Qur'an, how it is used and its importance to the Islamic faith. They can empathise with experiences of religious leaders. One pupil in Year 6 wrote a particularly perceptive account of Muhammad's revelation showing a good depth of understanding. In Year 3, pupils are able to relate religious stories to their own experiences.

110 Teaching is good overall ensuring that pupils make good progress. Teachers have good subject knowledge, and are able to translate this into effective learning objectives and teaching strategies which gain and maintain pupils' attention, interest and inquisitiveness. The use of religious artefacts to stimulate pupils to explore them, ask questions and suggest meanings positively develops pupils' religious understandings. The use of visits to local places of worship, and visitors representing local faiths help pupils understand religious beliefs, symbols and their roles in worship and religious traditions. Teachers have good questioning skills and use correct religious vocabulary which positively promotes learning. In the best lessons teachers set high expectations. Where the teaching was not as good it lacked a clear focus, questioning did not extend pupils' thinking and there were few resources to support investigation.

111 Assemblies are used effectively to support the teaching of RE. The use of religious stories from many traditions and the opportunities provided to reflect on them complement teaching in RE.

112 Planning for and development of the subject is good. There is a programme of teaching designed to ensure that the agreed syllabus is covered with an appropriate emphasis on Christianity, balanced by studies of other major religions. Medium term planning identifies key ideas, activities and resources. In some classes this is good and well developed but it is not consistent throughout the school and greater consistency is needed to improve the learning in the subject. The subject coordinator has sound plans for developing the subject which focus on the quality of teaching and its evaluation, further community involvement, enriched resources and approaches to assessment.