

# INSPECTION REPORT

## **GREAT HOCKHAM PRIMARY SCHOOL**

Great Hockham, Thetford

LEA area: Norfolk

Unique reference number: 120819

Headteacher: Mr Luis de Souza

Reporting inspector: Ms Marjorie Glynne-Jones  
2918

Dates of inspection: July 3 – 6, 2000

Inspection number: 190947

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 5 to 11

Gender of pupils: Mixed

School address: Watton Road  
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Thetford  
Norfolk

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Richard George

Date of previous inspection: June 17, 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Marjorie Glynn-Jones	Registered inspector	English Under fives Art Music	The characteristics of the school The school's results and achievements The quality of teaching and learning How well the school is led and managed
John Brasier	Lay inspector		Pupils' attitudes and values How well the school cares for its pupils How well the school works in partnership with parents
Brian Downes	Team inspector	Science Geography History Religious education Special educational needs	
Richard Eaton	Team inspector	Mathematics Design and technology Information and communications technology Physical education Equal opportunities	How good the curricular and other opportunities offered to pupils are

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Great Hockham Primary School is a small community school for infants and juniors. There are 101 pupils on roll: about two-fifths are girls and three-fifths are boys. Very few pupils from ethnic minority families attend the school. When they begin school, pupils' attainment overall is below the standard expected for pupils of their age. The proportion of pupils with special needs is above the national average, while the proportion with the highest level of special need is about average. Pupils come from a wide range of backgrounds, some with quite advantaged circumstances. At both key stages the school welcomes pupils who transfer from elsewhere to join different year groups.

### **HOW GOOD THE SCHOOL IS**

This is a good school and a very caring community. Standards are above average, and are particularly high in mathematics: this is because effective teaching is strongly backed up by pupils' positive attitudes to their work and by staff commitment to pupils and support for them. The school does well by its pupils, helping them to achieve above average standards by the end of Key Stage 2, although, when they enter the reception year, their attainment overall is below average. There are considerable leadership strengths and some management weaknesses. The school effectively provides value for money, an improvement from the finding of the previous inspection.

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

- Standards in mathematics are high at Key Stage 2.
- What the school aims to be and to do is abundantly clear, and very successfully achieved, because the leadership is strong.
- There is outstanding provision for pupils' social development.
- Pupils' personal development and relationships are very good.
- Staff give good support and guidance to pupils.
- Attendance is well above average.
- There is an imaginative range of extra activities.
- Parents hold the school in very high regard.
- Community involvement in the school is very strong.

#### **What could be improved**

- Attainment in religious education is below the standard expected because the requirements of the religious education syllabus are not fully met.
- The school does not check systematically on how good teaching, planning and assessing are
- Arrangements for assessment are inadequate.
- The governing body does not carry out its responsibilities fully.
- Accommodation is poor.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in June 1996. Sufficient improvement has been made since then. Standards at Key Stage 1 have improved at a faster rate than they have nationally. At Key Stage 2 standards have kept pace with the national trend. There has been sufficient progress overall on the six key issues in the last report. There has been good improvement in teaching (1), and in leadership and teamwork (6). Sufficient improvement has been made in writing standards (4), and in meeting the needs of all pupils (2). There has not been enough improvement in the ICT curriculum (2), nor in under fives provision (3). The management roles of staff have not been sufficiently clarified (5) and this remains a weakness.

## STANDARDS

The table shows the standards achieved by 7-year-olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				<b>Key</b>
	all schools			similar schools	
	1997	1998	1999	1999	
reading	E	C	D	D	well above average A above average B
writing	E	E	C	C	average C below average D
mathematics	C	C	B	B	well below average E

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

Performance in:	Compared with				<b>Key</b>
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	C	B	B	In the top 5% nationally A* well above average A above average B
mathematics	A*	B	A	A	average C below average D
science	B	B	A	B	well below average E

Between 1996 and 1999, standards at Key Stage 1 improved in reading and writing, but not enough to meet the expected Year 2 standard in reading. The provisional 2000 test results show good improvement. Over the same period, above average standards were maintained in mathematics. The 2000 results show standards being maintained.

Over the period 1996-1999, high standards were maintained at Key Stage 2 in mathematics and science; in English there was good improvement. The provisional 2000 results show standards being maintained in mathematics and science; English results reflect the literacy learning needs of some pupils in the Year 6 group.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils enjoy school, participate in lessons with enthusiasm and know how to concentrate well.
Behaviour, in and out of classrooms	Good, and, in assemblies, immaculate; pupils deal sensibly with the crowded spaces as they move round the school.
Personal development and relationships	Very good; pupils behave with friendly courtesy to each other and to adults; they show considerable maturity in the way they care for younger pupils and those with difficulties.
Attendance	Very good.

## TEACHING AND LEARNING

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

*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.*

Teaching was satisfactory or better in 91 per cent of lessons, good or better in 43 per cent, and excellent in nine per cent of lessons; in nine per cent it was unsatisfactory. There are strengths in teaching the under fives. Literacy and numeracy skills are taught effectively across subjects; this is best achieved in science. Pupils learn best in English, mathematics and science because of the attention teachers give to planning in these subjects, particularly in English and mathematics. There are weaknesses in teaching and learning in religious education. There were two unsatisfactory lessons in ICT and one in music.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Requirements for the religious education syllabus are not met fully; because of this the curriculum overall is judged unsatisfactory. The very good range of activities includes residential opportunities; the contribution from the village community enriches pupils' experience. Curriculum activities are restricted by lack of space.
Provision for pupils with special educational needs	Good; provision is managed well; valuable support for pupils from the special needs assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good overall, and excellent for social development; pupils are helped to become mature, thoughtful and responsible young persons and are taught to have a strong sense of right and wrong.
How well the school cares for its pupils	Good overall; thorough and detailed attention to individual needs and circumstances so that pupils are supported well; this is enhanced by the strong working partnership with parents and carers. But, weakness in the arrangements for assessing pupils' progress.
Partnership with parents	Very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Vigorous leadership by the headteacher and staff for pupils' personal development; the village and wider communities are left in no doubt about what the school is determined to achieve. This is successful because it is managed with rigorous attention to detail by all staff at all times. The same is not true of the management of the curriculum and teaching; there is no whole-school checking in a comprehensive way to ensure that the quality is as good as the school would like it to be. A start has been made in checking across the school in English.
How well the governors fulfil their responsibilities	Unsatisfactory, although the governing body is rightly improving the way it carries out its responsibilities; helpful procedures are being set in place. Governors' responsibilities are not being fully met for religious education, staff appraisal and the headteacher's performance review, and the contents of the annual report to parents. Because there are no whole-school arrangements for staff to check the quality of provision across classes, there are no evaluations through which governors can be properly informed about school strengths and weaknesses.
The school's evaluation of its performance	Unsatisfactory overall; this is because staff appraisal and headteacher review are not carried out, and the school does not evaluate teaching adequately. The school does monitor its standards, and is beginning to analyse them in depth.
The strategic use of resources	Effective overall; good use of support staff to help raise standards, but some inefficiencies resulting from lack of opportunity for teaching staff to take up their management role fully. Good staffing, sufficient resources, poor accommodation; no pupil work space is fit for its curriculum purpose. Exemplary financial oversight by governors; the school works well to achieve best value.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Children make good progress.</li> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• They are well informed about children's progress.</li> <li>• They feel comfortable about raising questions or problems.</li> <li>• There are high expectations.</li> <li>• The school works closely with parents.</li> <li>• The school helps children to become mature and responsible.</li> </ul>	

The 34 parents and carers (34 per cent) who completed questionnaires and the 16 (16 per cent) who attended the pre-inspection meeting were unanimous in their high praise for the school's work. Inspectors generally agree with parents' and carers' positive views, although they find that pupils' annual reports do not always give clear enough information about subject strengths and weaknesses. While a reasonable amount of good teaching, and some excellent teaching, were observed, inspectors find that, overall, teaching is satisfactory.

### PART B: COMMENTARY

## **HOW HIGH ARE STANDARDS?**

### **The school's results and achievements**

#### **Under fives**

1. Children entering the reception class show attainment overall below the standard expected for their age. They make good progress, so that by the time they are five they reach the standards expected for five-year-olds in language and literacy. Their progress in mathematics is good enough for them to achieve above the standards expected. In other curriculum areas they generally reach the standard expected, but their experience is limited by inadequate accommodation which they share with pupils in Year 1.

#### **Key Stage 1: English, mathematics and science**

2. Reading results improved over the three years between 1996 and 1999 but not enough to reach the national average in 1999. The school's reading results rose over the period, while the national results were fairly stable. Results in 2000 show further improvement. This is a result of the work the school has been doing to improve reading. It was helped by the fact that Year 2 pupils were taught in a class consisting of Year 2 pupils only. In the work seen during the inspection, pupils' attainment reached the expected standard. Pupils listen with interest, often intently, and speak confidently and audibly. They read fairly accurately and think about what they are reading. They enjoy using the appropriate inflection when reading aloud, in response to question marks and exclamation marks.
3. Writing results were average in 1999 and improved well between 1996 and 1999, while nationally, results were stable. The proportion of pupils who reached the higher level was well above average. Results in 2000 show further improvement. In the work seen, attainment was at the standard expected. Pupils write about what they have done or visits they have made. They use sentence structures confidently and spell simple words correctly. Some writing reflects on their experience, for example, of the characteristics of babies, toddlers, seven-year-olds, adults and very old people.
4. Over the same four-year period, 1996 to 1999, results in mathematics remained much the same, as they have nationally. Results were above average in 1999. In 2000 they show improvement. In the work seen, pupils show a grasp of basic number operations and they work confidently with shape, space and measures.
5. In the work seen in science, pupils' attainment is at the standard expected for their age. Pupils carry out simple investigations and write up their results, sometimes using graphs. They distinguish between living and non-living things and can classify materials into groups, such as natural and manufactured.

## **Key Stage 2: English, mathematics and science**

6. There has been good improvement in English results since 1996; they rose somewhat faster than results did nationally. In 1999 the results were above average. In 2000 the results reflect the profile of the year group in terms of pupils' special literacy needs. The work seen shows pupils achieving the standards expected for their age. Speaking and listening skills are good: pupils listen thoughtfully and speak confidently. This is a characteristic of the school community and is strongly encouraged. Pupils read competently and have good skills in using reference materials. Average and higher attainers write competently, though not always tidily, and in a limited range of styles. A pupil edited on screen his piece on freak flooding in the area to make effective reporting, for example replacing the connective 'because' with the phrase 'as a result of'.
7. In mathematics high standards have been maintained over the four-year period. The 1999 results were well above the national average. The 2000 results show standards being maintained. In the work seen, standards are above those expected. Pupils can explain what they are doing and why. Work in books does not reflect the very high test results.
8. High standards in science have been maintained since 1996, although the 1999 results were above average, rather than well above average. The work seen shows that, over the key stage, pupils widen their range of factual knowledge, carry out investigations efficiently and fairly, and can predict the outcomes. They use scientific vocabulary confidently.
9. At both key stages, pupils with special needs achieve well, so that the standard of their work improves more than would be expected. They make good progress towards their individual targets. They are successful because they work in a very positive atmosphere where they are expected to make good progress, and because their achievements are warmly celebrated. Quite exceptional progress has been made by pupils with difficulties in behaviour because of the high quality of support they receive. The lead comes from the headteacher.
10. Because of the small number of pupils in the Year 2 and Year 6 groups, the numbers of boys and girls are too small for valid comparisons to be made with the national figures for boys' and girls' results. In the work seen during the inspection, boys and girls achieved equally well.

## **Targets**

11. The school has found that the small number of pupils in Year 6, together with the continuing pattern of new pupils joining the school during Key Stage 2, make target-setting somewhat problematic. For 2000, the general target was to exceed 50 per cent for the proportion of pupils reaching Level 4 in English and mathematics; the aim was 80 per cent. The results at Level 4 or above are 62 per cent in English, a reflection of the profile of the year group in terms of pupils' special educational needs, and pupils joining the year group during the key stage, including in Year 5 and Year 6. In mathematics, 80 per cent of pupils reached Level 4 or above. The school's predictions were accurate.

## **Information and communications technology**

12. At both key stages pupils attain the standards expected for their age. All pupils, including the under fives and those with special needs, work regularly with computers. They do so confidently. This happens in English, mathematics, science, art and design and technology. Year 2 pupils use art software to create block graphs. Work on display by Year 6 pupils showed imaginative use of different fonts in their word-processed poems about owls.

## **Religious education**

13. Standards are below those expected for pupils age seven and eleven. Although Year 2 pupils know about Christian churches and festivals, their knowledge is not sufficiently detailed. They do not have knowledge of other world religions so that they can consider common features. In the same way, Year 6 pupils do not have a deep enough knowledge from which to identify similarities and differences between major religions. They lack opportunities to develop their ideas about religion through drawing on their own experiences. At each stage, the main reason is that the school fails to cover the syllabus fully.

## **Pupils' attitudes, values and personal development**

14. The standards the school achieves in pupils' personal development, their attitudes to work and the standards of behaviour they set for themselves are a school strength. This shows a strengthening of the generally positive findings of the last inspection. Pupils' attitudes make a significant contribution to their achievement. Pupils with special needs show good attitudes to work and behave well in lessons. Where pupils' individual targets concern behaviour, they make progress because of the very effective support they receive.
15. Pupils enjoy school. They enter into lessons with enthusiasm and usually get down to work quickly. They are eager to answer questions. For example, in a science lesson on bones, Year 3 pupils' keenness to respond to questions led to good discussion of the points they made about who has the longest arms, and the size of grown-ups' heads. Pupils are pleased to show their work to the class. They concentrate well; for example, Year 2 pupils were totally engrossed in the task of producing a collage of butterflies and fish on a colour-washed background. Pupils' positive attitudes are due to the enthusiasm shown by staff and the fact that staff always follow the behaviour policy and explain it carefully. Such is the ethos of the school that pupils' good attitudes are usually sustained when lesson pace slows or teachers' enthusiasm wanes.
16. Behaviour in lessons, around the school, at lunchtime and in the playground is good. In assemblies it is immaculate. Pupils move around the school calmly and cheerfully, even though the conditions are cramped. They are friendly and polite to staff and visitors; older pupils engage in conversation in a mature way. Pupils treat other people's property with care and help to keep the school tidy and in good condition. There is no evidence of oppressive behaviour and there have been no exclusions.

17. Relationships are very good. Pupils get on well with each other: they collaborate effectively in pairs and small groups, for example, in mathematics in Year R and Year 1, and when working at the same table in Year 2 art. They are appreciative of each other's achievements, sometimes giving spontaneous applause when work has been shown. Older pupils show considerable maturity when helping younger ones with special needs to achieve the standards of behaviour expected in assembly. Pupils take responsibility on many occasions, for example helping as hosts at lunches provided for visitors, helping with some aspects of school administration, and operating the overhead projector in assembly, pointing line by line to the words of hymns. At assembly, a Year 6 pupil, on seeing that a younger one who has difficulties with behaviour was getting restless, took it upon herself to walk quietly across the room and support him physically in the way that staff give support. This helped him to cope with the remaining time. Pupils are aware of others who find life in school difficult and the team saw several such examples of spontaneous, as well as organised, help.
18. The attendance rate is now much better than in other primary schools nationally. The reason for the fall in 1998-1999 was a flu epidemic at the end of the autumn term. There is no unauthorised absence and authorised absence has been notably reduced since the last inspection. Lateness is not an issue and lessons start on time. Indeed, one parent said that her problem was not so much getting her child to school as getting him away from it.

#### **HOW WELL ARE PUPILS TAUGHT?**

19. Since the last inspection there has been good improvement in teaching, helped particularly by the need to implement the national literacy and numeracy strategies. Lesson planning is better in English and mathematics because curriculum planning is now better. The planning is benefiting from the use of national schemes of work. On the very few occasions when teaching was unsatisfactory in ICT and music, the weaknesses were in planning and organisation, which, in ICT, did not take account of the limited number of computers available.
20. There is now a solid basis of effective teaching, with a reasonable amount that is good. This ensures that pupils learn effectively. A good feature of their learning is their ability to work independently, a skill which is strongly encouraged in all aspects of school life. For example, in the literacy hour, one Year 2 group practised handwriting independently with total concentration, getting what they needed without fuss. There are strengths in the teaching of the under fives so that they develop good learning skills and make good progress while in the reception year. A small number of lessons reflects individual excellence. However, there is, generally, a lack of very good teaching. This overall pattern in the quality has not been picked up by the school because it does not have arrangements to check on the quality of teaching across subjects and classes.
21. There is some good teaching across the school in English, mathematics, science, art, design and technology, physical education and religious education. No geography or history lessons were taught during the inspection. Good teaching was nearly always matched by good learning. Sometimes when teaching was effective rather than good, pupils' learning was still good. This reflected their good attitudes to work and their good learning skills. The best features of the school's teaching show mostly in

English, mathematics and science, reflecting the successful attention the school has given to developing the work in these three subjects. For example, there is good subject knowledge in English for the under fives and at Key Stage 1 which shows particularly in skilful explaining, and in questioning which keeps pupils on their toes. These skills help pupils to learn effectively so that they explain clearly what they understand; for example, a Year 2 pupil explained that 'syllables help you to spell properly when you're writing'. There is good teaching of literacy and numeracy skills in science, for example, in the use of technical vocabulary when investigating bones and the length of people's arms. Planning for literacy and numeracy is good. Pupils' learning is stretched in numeracy and science at both key stages and in English at Key Stage 1. In numeracy, for example, the teaching stresses how mental maths works, helping pupils to think about how they are working out the calculation. Teachers use methods which help all pupils to learn well in English at Key Stage 1 and in mathematics at both stages. This shows in the way they ensure that all pupils have a chance to contribute; for example, varying the pace of a class session so that both a pupil with special needs, and a more able pupil, have time to make their contribution. In mathematics, the teacher restrained the enthusiasm of the rest of the class in answering questions to allow a pupil with special educational needs to find the words he was searching for, saying 'Give him some thinking space'. Teachers manage pupils very well in science at both key stages and in literacy at Key Stage 1. Time and resources are used well in English and science. There are no overall areas of weakness in the teaching of these three subjects.

22. In other subjects, good-quality teaching is less in evidence. Lesson time and resources are generally used well in ICT and religious education. Pupils are managed well in physical education at Key Stage 1 (no Key Stage 2 lessons were seen): the register is politely and briskly marked, and activities are effectively regulated and well paced. In religious education at both key stages pupils are managed well, achieved, for example, without fuss and with good humour. In most lessons, pupils are interested, they concentrate well and show good skills in working independently. For example, pupils in Years 5 and 6 worked sensibly and industriously when researching earthquakes, collaborating well in accessing information using computers and print materials. Teachers' subject knowledge in art, music and religious education is not always adequate. There are weaknesses in assessing pupils' work in art, design and technology, ICT, music and physical education. The effect of these weaknesses is to limit the progress pupils can make because lesson content and teachers' comments and questions are not as well-targeted as they should be.
23. Teaching is good for pupils with special educational needs. Where they receive additional help in lessons, there is a very effective teamwork between teachers and special needs assistants, which is helping to raise their achievement. In an individual session, the pupil received immediate and helpful comments on how he had done, which encouraged him to try very hard. Assessment records are helpfully kept of each pupil's work in small group sessions.

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

24. The curriculum overall is appropriately wide-ranging. However, despite the skill of the teachers in using the poor accommodation, the limitations of space have a negative effect on pupils' education across the curriculum. The curriculum for the under fives and the physical education curriculum are restricted by the lack of space, as are activities in drama and music, and group work with computers. Because the curriculum for religious education does not meet the requirements of the syllabus, the overall judgement is that curriculum provision is unsatisfactory. The control aspect of the ICT curriculum is not covered. The school has introduced the national literacy and numeracy strategies successfully. While there are good opportunities for pupils to develop numeracy skills in other subjects, opportunities for the development of literacy skills are not always well taken, for example, in history, geography and religious education. The numeracy strategy is helping the school to maintain its good record of attainment in mathematics. The literacy strategy is helping to raise standards in English.
25. Teachers plan work with some care. However, because much of the planning is not based on the knowledge teachers learn about pupils from their assessments, it is not sufficiently well targeted. The exceptions are in English, where assessment arrangements are good, and in mathematics. There is some good cross-curricular planning, for example in English, where weekly planning for all groups in Years 5 and 6 includes work with computers. The school is to reorganise its planning as it introduces the new curriculum in the next academic year.
26. There is good provision for personal and social education. Sex education is sensitively handled, in part through the science curriculum, which also includes an element of drugs education.
27. All activities are open to all pupils. The school excels in involving everyone, including those pupils with special needs, in all its activities. Curriculum arrangements for pupils with special needs are good. Their individual plans have specific targets which help teachers to plan suitable work for them and evaluate their progress. Good procedures for discussion with teachers and parents about pupils with special needs, both formal and informal, ensure that pupils' needs are kept under review. This is much to their benefit.
28. Extra-curricular provision is very good. The school organises many exciting activities which offer good opportunities for pupils to extend their learning. There are excellent links with the community. The local vicar is regularly in school, contributing to assemblies and to pupils' work with computers. Links with the local secondary school are good. For example, during the inspection, a group of Year 9 pupils visited to present a play to the school; secondary school staff helped to set up the school's computers. There are good links with the local playgroup, whose leader is a parent governor.



29. The school makes very good provision overall for pupils' personal development. Provision is excellent for social development and very good for moral development. Although the provision across the curriculum for both spiritual and cultural development is not as strong, the school nevertheless provides good guidance and opportunities in these areas. Provision has been strengthened since the last inspection.
30. Assemblies are good occasions and show the strong sense of community in the school. The vicar leads a weekly assembly and teachers lead daily worship. Pupils are given opportunities to reflect, pray and sing a hymn; themes are thoughtfully prepared. For example, the theme of partnership and helping one another (pulling together) was introduced through thinking about shire horses pulling a cart; a good visual aid made this clear. An assembly to announce the 'writers of the week', one from each class, brought a splendid sense of achievement to four pupils. Pupils listened to the pieces of writing and there was generous applause as pupils read their work. There was an excellent feeling of support among pupils for each other; they listened attentively, particularly when younger ones read their work.
31. Pupils' spiritual awareness is not so well developed through the subjects of the curriculum. Some work reflects good opportunities, for example in evocative poems about owls by pupils in Years 5 and 6. Pupils know well a good range of hymns for assembly. However, in art, music and religious education opportunities are missed, partly because the planning does not include these aspects. While some of the art work on display around the building draws on paintings by Klee and O'Keeffe, for example, it does not reflect a feeling for the qualities of the originals.
32. The play written and performed by pupils from the local secondary school had a strong moral message, conveyed through the main characters of good and evil. Pupils in Years 2 to 6 listened carefully, fascinated by the play. The school teaches pupils to have a strong sense of right and wrong. Adults set a good example and the whole school has a sharp awareness of morally acceptable behaviour. This shows in its daily life. For example, in design and technology, a Year 4 pupil gave up his example sheet for someone else because he realised not everyone had a sheet to look at. This is typical of the pupils' awareness of others' needs.
33. This moral code underpins the excellent provision for social development. Through the school's day-to-day life, in its extra-curricular provision and through special events, the school arranges first-class opportunities for pupils' social development. For example, the school took advantage of the inspection by serving lunch to the inspection team; pupils were involved in preparation and serving, and ate lunch with their visitors. They relished the responsibility and rose to the occasion well. All Year 6 pupils have a similar opportunity during the year, including cooking a meal with their parents for the staff. The school has a 'buddy' system whereby older pupils look after younger ones in the autumn term each year. Pupils in the reception class and in Years 1 and 2 have a 'Den Day' with children from the play group, when they all make a den on the school field. At the end of the summer term all the pupils can camp for one night in the school grounds; a barbecue for all families precedes this. Each year, at Easter, pupils in Years 3 to 6 have the opportunity to spend a week at a residential centre with pupils from a neighbouring school. In 2000 they went to Llandudno; photographs in the school entrance show lively activities and pupils talk about their stay enthusiastically. In all these activities pupils have opportunities to develop their

social awareness and skills. They involve them in sharing activities with other pupils and accepting responsibilities in ways that are not usually possible in the daily life of a school.

34. The local culture of the rural area served by the school is strong. For wider cultural experience, through the arts, and in terms of multicultural awareness, the school provides good but not outstanding opportunities. In religious education, pupils learn about different cultures and faiths. However, the art on display is mostly from Europe and pupils' work generally shows very little reference to a range of cultural traditions. There is scope for strengthening the attention given to pupils' spiritual development and to the presence of art and music in the daily life of the school.
35. Since the last inspection curriculum planning has improved. However, though improved, the curriculum for the under fives is still restricted by inappropriate accommodation so that opportunities for play and exploration are inadequate.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

36. The school continues to care well for its pupils as was found at the last inspection. Since then the arrangements for child protection have been improved. The weakness in assessment reported, but not a key issue, last time, has not been given sufficient attention except in English and mathematics; arrangements overall are ineffective.
37. The school is a safe environment, with good supervision at the start and end of the school day and at lunchtime. Midday supervisors have attended courses on detecting and handling bullying, and on behaviour management. All the expected safety measures are in place, although there is no record of the findings of safety inspections or the progress in remedying defects. The school has been unsuccessful in its endeavours to get the underneath of the mobiles screened off and some of the uneven paths made good.
38. Child protection procedures are good. The nominated staff member is very experienced and has good contacts and knowledge of local procedures. Appropriate training has been given to all staff, including newly recruited midday supervisors. Welfare provision is good, with strict control of medication.
39. Attendance is monitored well; the school achieves good attendance in simple but effective ways through good communication with parents. There is constant checking on behaviour. The expectations for achieving good behaviour are strongly linked with the particularly good ethos in the school. This comes from the stimulating environment, where courtesy, consideration and co-operation are prized, all pupils' personal and academic achievements are highly valued, people and property are respected, and high standards are striven for. Pupils' achievements are celebrated in the Friday reward assemblies. Most significant are the strong leadership of the headteacher and the excellent example set by the staff; every opportunity is taken in lessons, and at other times round the school, to show that individual achievements are highly valued.

40. In general the school monitors and supports pupils' personal development well, despite the lack of formal records and very limited assessment arrangements. This is because teachers know pupils extremely well and take great interest in their personal development, sometimes voluntarily giving extra help after school. The school community, both adults and pupils, shows a high level of care for pupils with special educational needs and assessment procedures for tracking their attainment and progress are good. This enables new and realistic targets to be set and contributes well to raising their achievement.
41. The weakness in assessment is that it is not carried out as it should be except in English and mathematics. For these two subjects it is efficiently achieved, with good systems being developed in English. These systems now draw on pupils' baseline assessments when they enter school, the results of nationally prepared tests for use with pupils in Year 4, and the results of screening by the local education authority in Years 3 and 5. The school plans to test children's reading on entry. The information about pupils' attainment learned from these test results is used to improve curriculum planning. For example, in Year 3 in 1999, the reading tests showed that comprehension was a weakness; consequently, greater emphasis has been put on comprehension in the current year. The school recognises the weakness in assessment arrangements for other subjects.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

42. Parents are highly appreciative of the school. This shows a significant improvement since the last inspection. Parents continue to be heavily involved in the school and the school's communications continue to be effective and helpful.
43. Among the third of parents who completed the questionnaire, there was total and positive agreement about the school's high expectations, good teaching, good behaviour and their children liking school. There was a high proportion of very strong agreement that pupils make good progress, that the school is approachable and helps pupils to become more mature and responsible. There were no significant negative comments. The comments made at the parents' meeting, at which a sixth of parents was present, were just as supportive. The inspection team is in agreement with most of the parents' positive views, although they find that pupils' annual reports do not always give clear enough information about subject strengths and weaknesses. While a reasonable amount of good teaching, together with some excellent teaching, was observed, overall, inspectors find that teaching is satisfactory.
44. Parents help the school in a variety of ways. There is a lively group, Friends of the School, which holds social events and raises funds. Parents help in lessons, attend assemblies, sponsor prizes for the 'Writer of the Week' competition, sometimes help with decorating the building, help with sport (particularly netball), and with food technology. School trips could not take place without their very strong support. The village community supports events at the school. Parents help their children with reading at home and the learning of spellings and tables. This close partnership has a strong influence on pupils' attainment.

45. Where pupils are identified as having special needs, there are good contacts with parents and other agencies. Parents usually attend annual reviews and the school maintains good formal and informal contacts with them. The co-ordinator for special needs and other members of staff are readily available for discussions at the beginning and the end of each day.
46. The school generally provides helpful information for parents. Every year there are two parents' evenings that provide information on pupils' progress; these are appreciated by parents, who find them well run. Arrangements for receiving new pupils into the school are very good. There is an attractive and informative prospectus and the school publishes interesting newsletters. However, the annual report to parents is a rather dull document, both in presentation and content; many of the required contents are omitted and there is little celebration of the school's many achievements. Pupils' annual reports vary widely in quality. The best reports include detailed information on what has been achieved and clear targets for improvement. However, some reporting is superficial, some meaningless, and some full of jargon. Such reporting provides poor information about subject strengths and weaknesses, and gives unhelpful targets, for example, 'Get all work up to standard'. There is no advice in any of the reports on how targets might be tackled.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

47. The leadership is vigorous. The headteacher has high expectations for the school's focus on pupils' individual development, both personal and academic. Staff take up the strong lead, so there is an effective team committed to achieving the best for pupils. The strength is recognised by parents. It shows, for example, in the way staff are about the school at breaks and lunch-times talking with pupils, and, above all, in the persistent attention to detail in all matters concerning pupils' individual experiences and achievements. School aims successfully underpin all aspects of school life. This successful team approach reflects a very different picture from the one reported at the last inspection. The improvement is good.
48. However, a similarly vigorous and detailed approach to management issues is lacking. Although there is now a common system for planning the curriculum, an improvement from the last inspection, procedures for checking the quality of planning and the quality of teaching are not in place. The school has relied on contributions by the local education authority rather than developing its own self-evaluation processes. A notable exception is in English, where the subject leader has begun some lesson monitoring, which is recorded and discussed. Some mathematics lessons have been observed. The result is that senior staff do not have a clear enough understanding of the strengths and weaknesses across the school's provision, and neither do subject leaders in the areas of their responsibility.
49. The governing body is currently sharpening the way it carries out its work; the development is helpful and necessary. For example, subcommittees have been formed to strengthen the focus of discussion in the major areas of responsibility; literacy and numeracy governors are visiting lessons to become familiar with the national strategies for literacy and numeracy. However, governors' responsibilities are not fully met in three areas: for ensuring that the syllabus for religious education is covered as required; that procedures for staff appraisal and review of the headteacher's work are carried out; and that the annual report to parents contains all

the required contents. Because there are no arrangements for staff to check the quality of provision across classes, for example the quality of teaching, there are no evaluations through which governors can keep themselves suitably informed about school strengths and weaknesses. The result is that the governing body cannot be confident in its ability to account for the school's performance.

50. There is good co-ordination of special needs provision; requirements are fully met; funding is used well. Good improvement has been made since the last inspection. All staff are now aware of pupils' individual learning targets; special needs assistants have received good training and are now used efficiently; and their work is highly effective. Staff make a strong contribution to ensuring that this provision is good and link closely with the special needs governor. The support for the learning of pupils with the highest level of need is outstanding.
51. Staff resources are used effectively overall. Teaching staff have appropriate expertise, although curriculum training for art, music and religious education has not been sufficient. A strength is the use of support staff to help raise standards, particularly through helping lower attainers to improve their learning. However, there are inefficiencies in the way the school uses its teachers in their role as subject leaders. They do not have the opportunity to take up their management role fully. For example, except in English and mathematics, where a start has been made, subject leaders do not observe lessons in their subject areas across the school, nor are they expected to. In the absence of a member of staff on maternity leave, inadequate arrangements have been made to cover her areas of responsibility. The effect of this is to limit improvement, particularly in the quality of teaching and in curriculum coverage.
52. Accommodation is poor. No pupil work space is fit for its curriculum purpose. All the classrooms, the mobile classrooms in particular, are too small for an appropriate range of curriculum activities to be undertaken easily and efficiently. So is the library area. For example, in a mobile, two small groups worked at two computers in very cramped conditions which undermined their concentration, with no space for the teacher to oversee their work without moving other pupils or furniture. Poor accommodation limits pupils' activities and progress in physical education, especially in bad weather when pupils cannot use the field. There is not enough space for physical education activities in the small hall, apart from those requiring restricted movement; the equipment for gymnastics is inadequate. Although the school has improved the outside play equipment for the under fives, the weakness in provision persists. The curriculum for children in the reception year is restricted by lack of inside and outside space for the play and exploration they should be experiencing.
53. Exemplary financial oversight is taken by governors. The school directs and controls its budget efficiently to reflect its priorities. It works well to achieve best value, for example through using different suppliers and refusing to accept quotations which are judged to be excessive. This approach is extended to comparing pupils' achievements with those in other local schools to see how well the school is doing, making use of local education authority analyses of results, and, to a lesser extent, national results. Other comparisons, for example about expenditure, focus mostly on county figures and do not take enough account of the national picture. Consultation among the staff, with pupils and their families, with the local community and other schools is a school strength, and a feature of the school's commitment to achieving

the best for its pupils. The views of parents and carers are also sought formally, for example, in 1999, through a questionnaire.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. The following key issues are in order of their importance for raising standards in the school. They should be included in the governors' post-inspection action plan.

1. Raise standards in religious education by meeting fully the requirements of the syllabus  
*through*
  - Planning the scheme of work for each key stage to take full account of the knowledge and understanding pupils are expected to develop
  - Providing advice and training for the subject leader
  - Ensuring that the subject leader's programme includes time to manage the development and teaching of the syllabus
  - Making arrangements for assessing pupils' progress and attainment in religious education  
Paragraphs 13, 22, 24, 31, 41, 49, 52, 122, 123, 124, 125, 127.
  
2. Begin systematic checking on how good teaching, planning and assessing are  
*through*
  - Implementing a whole-school monitoring programme for each term involving senior staff and subject leaders
  - Giving priority to monitoring teaching, planning and assessing
  - Using common formats and criteria for evaluating quality
  - Paying attention to detail
  - Involving all staff in discussion of the findings and decisions about the action to be taken
  - Reporting these findings and decisions to governors  
Paragraphs 20, 22, 25, 48, 49, 88, 92, 97, 103, 107, 113, 116, 120, 124, 126.
  
3. Implement assessment arrangements across the school  
*through*
  - Determining what is expected of all subjects
  - Ensuring that procedures are systematic and manageable
  - Reviewing curriculum and lesson planning in the light of what teachers learn from assessing and testing pupils' progress
  - Ensuring that pupils know how well they are doing and what they need to do to improve
  - Improving the quality of pupils' annual reports  
Paragraphs 22, 41, 46, 88, 92, 97, 103, 107, 113, 116, 120, 126.
  
4. Carry out fully the responsibilities of the governing body  
*for*
  - Oversight of the curriculum, especially for religious education
  - Staff appraisal and the performance review of the headteacher
  - The range of contents required in the governors' annual report to parents

Paragraphs 13, 24, 46, 49

5. Continue in the endeavour to improve the accommodation

*in order that*

- The foundation year curriculum for the under fives can be fully implemented
- The curriculum for physical education is fully taught
- Pupils have efficient access to computers in classrooms, both individually and in groups
- Curriculum activities in other subjects are not restricted by lack of space  
Paragraphs 16, 24, 35, 37, 52, 57, 61, 62, 63, 81, 88, 91, 97, 103, 112, 116, 120.

55. The following weaknesses are also identified in the report but are not included in the main areas for action to improve standards:

1. Teachers' subject knowledge in art and music is not always adequate.  
Paragraph 22.
2. The control aspect of the ICT curriculum is not covered.  
Paragraph 24, 112.
3. In art, music and religious education, opportunities for spiritual development are missed.  
Paragraph 31, 125.
4. Pupils' work shows very little reference to a range of cultural traditions.  
Paragraph 34.
5. There is no record of the findings of safety inspections or of progress in remedying defects.  
Paragraph 37.
6. The small, recently created, library space is poorly stocked.  
Paragraph 72.
7. In music, composing is underdeveloped in the curriculum.  
Paragraph 116.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

35

Number of discussions with staff, governors, other adults and pupils

34

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	0	34	49	9	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	101
Number of full-time pupils eligible for free school meals		4

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register		24

#### 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	2
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	6.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
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	8	7	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	7	8
	Girls	6	6	7
	Total	12	13	15
Percentage of pupils at NC level 2 or above	School	80 (68)	87 (69)	100 (88)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	7
	Girls	6	7	7
	Total	13	15	14
Percentage of pupils at NC level 2 or above	School	87 (69)	100 (69)	93 (88)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	5	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	6
	Girls	4	5	4
	Total	10	12	10
Percentage of pupils at NC level 4 or above	School	83 (77)	100 (77)	83 (78)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	6	6
	Girls	3	4	4
	Total	7	10	10
Percentage of pupils at NC level 4 or above	School	58 (77)	83 (77)	83 (78)
	National	68 (65)	69 (65)	75 (72)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	95.3
Any other minority ethnic group	4.7

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	22
Average class size	25

#### **Education support staff: YR – Y6**

Total number of education support staff	1.7
Total aggregate hours worked per week	63

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
	£
Total income	207,112
Total expenditure	202,580
Expenditure per pupil	2,006
Balance brought forward from previous year	3,240
Balance carried forward to next year	7,772

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	101
Number of questionnaires returned	34

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	71	26	3	0	0
Behaviour in the school is good.	47	50	0	0	3
My child gets the right amount of work to do at home.	41	44	12	0	3
The teaching is good.	62	38	0	0	0
I am kept well informed about how my child is getting on.	53	41	3	3	0
I would feel comfortable about approaching the school with questions or a problem.	85	12	3	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	59	38	3	0	0
The school is well led and managed.	53	32	15	0	0
The school is helping my child become mature and responsible.	71	26	3	0	0
The school provides an interesting range of activities outside lessons.	44	44	9	0	3

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

56. Many children attend the local playgroup before they start school. There are good links with the group, which is run by one of the school's parent governors. Children enter the reception class in September and April. Many enter with a level of attainment which is below the standard expected for children of their age. They make good progress, so that, by the time they are five, they reach the expected standard.
57. Since the last inspection, the school has improved the outside play equipment, but the inside and outside accommodation still restricts the range of activities which should be offered to pupils of this age.

### **Personal and social development**

58. Both the youngest and oldest children are confidently and happily settled in the reception class, a shared class with pupils in Year 1. They get on well with each other and all the adults in the school, and show thoughtfulness for others. Their attitudes to learning are very positive and they show some maturity in the way they concentrate and get on by themselves. They play a full part in assemblies through singing, listening and responding to questions. Their development is very well supported by the quality of relationships in the school and the example set, not only by staff, but also by other pupils, particularly those in Years 5 and 6.

### **Language and literacy**

59. Children achieve the standard expected for five-year-olds. Their listening skills are good. These are supported by the school as a listening community, in which there are very high expectations for people's respect for, and interest in, what other people have to say. Children confidently answer questions and make comments to the teacher about their work. These responses are often quite extended and reflect the very good example of speaking set by adults and by older pupils. There are many occasions when children in the reception year talk with older pupils, for example when sharing a table at lunch or playing outside. In the work for the animal topic, children confidently recognise and read the names of pet animals. They are learning to write them, for example in a sentence beginning 'I am a ....'; they try hard to shape letters well. They watch intently when the teacher writes speech bubbles. All follow and most join in reading what she has written. For example, they make up an ending to suggest what a goldfish in a pet shop might say after "Gubble, gubble". Most recognise when a spoken sentence needs a full stop, a question mark or an exclamation mark. Children handle books confidently and can recount the story they have been reading. They use pictures to help them read unfamiliar words, while more able pupils use the letter sounds to help work them out. The teaching shows a high level of skill in managing pupils in a positive way, through valuing their responses and extending their answers with very clear explanations.

## **Mathematics**

60. By the time they are five, children achieve above the standard expected. They can count to 20 and find all the numbers on a number line. The more able children can put the numbers 11 to 20 in order. All are beginning to write numbers. Children recognise and name shapes, including hexagons. They enjoy number songs. The teaching is effective, with good support from the classroom assistant, who is deployed well. The planning and organisation work efficiently and the teacher's explanations are clear. These all help children to learn and they put effort into their work.

## **Knowledge and understanding of the world**

61. Children explore books and other print materials to find out about animals. They know the correct names of a range of animals, and where they live, and can match the names of mother and baby animals, for example kangaroos with joeys and rabbits with kittens. They have a flowerbed for exploring plants. When working with a roamer they know that they can make a pattern and get to a destination if they follow the instructions one by one. They learn about ceremonies in Christian churches and the different parts of church buildings. However, there was little evidence of opportunities for first-hand exploration and observation of living things and materials. Such activities are limited by the unsuitable accommodation, inside and outside. Teachers' planning for the reception year is constrained by this.

## **Creative development**

62. There are frequent opportunities for children to sing in the classroom, in the hall for music lessons and in assemblies. They enjoy singing, particularly action songs and songs with repeating words, and join in confidently. They know many from memory. A small number already has secure pitching skills. Children choose instruments to play, control them well, and can repeat a short rhythm pattern a number of times. Their playing shows a feel for timing. The teacher's musical skills support children's progress well although the activities are continued for too long. The accommodation and shared class with Year 1 limit children's exploration in art. Not enough attention is given to looking closely at objects and living things. No activities were seen during the inspection.

## **Physical development**

63. Children have insufficient opportunities for physical activity because the accommodation is unsatisfactory. There is not enough space in the shared room with Year 1 and no hard area outside for their use. In a music lesson in the hall, children showed confident control in a running and stopping game, and enjoyed the challenge of singing 'Head, shoulders, knees and toes' with the actions. Since the last inspection, there has been good improvement in the resources. For example, interesting climbing apparatus has been installed and a range of large wheeled toys has been acquired. However, children were not seen using the equipment during the inspection.

## ENGLISH

64. Between 1996 and 1999, Year 2 reading results improved, although not enough to reach the national average in 1999. The proportion of pupils who reached the higher level in reading in 1999 was above average. Results in 2000 show further improvement. There has been good improvement in Year 6 English results since 1996; in 1999 the results were above average. In 2000 the results reflect the profile of the year group in terms of pupils' special literacy needs, particularly in writing.
65. The work seen shows that pupils reach the standard expected at the end of Key Stage 1. This is true across the ability range and shows good achievement overall. Pupils enjoy listening to stories and show their disappointment when a story is discontinued until the next lesson. They listen well, responding to the teacher's comments and questions; these are communicated simply and clearly, in a measured way, which helps all pupils to understand. Pupils show their understanding by the explanations they give, for example of fiction and non-fiction. They use and explain technical words accurately, for example speech marks, commas and full stops. Pupils speak confidently and audibly in class sessions, expressing their ideas clearly in sentence form.
66. Pupils have a good knowledge of books. They read fairly accurately, with little hesitation, using letter sounds efficiently to work out unfamiliar words. They think about what they are reading so that, for example, they recognise and comment that the first appearance of a name in the text is telling them who is the main character. They enjoy using the appropriate inflection to read a question or an exclamation. One pupil applied his knowledge of ICT to explain why he had read a passage in the way that he did, 'because it's in bold'.
67. Pupils write about what they have done, sometimes at length. They use simple sentence structures confidently and spell simple words correctly. Higher attainers sometimes use interesting words to express their ideas, for example, 'I like the taste of chunky chips tickling on my tongue'. When practising handwriting, higher attainers mostly achieve steady, yet fluent, letter joins, and shapes which are clear.
68. In the work seen at Key Stage 2, pupils achieve overall the standards expected for 11-year-olds. Their speaking and listening skills are good. Across the ability range pupils listen thoughtfully, so that their responses often take the idea further in some way. For example, when thinking about the meaning of 'eye-catching' in relation to advertisements, a Year 4 pupil offered the idea, 'When you look at it lazily, it is the opposite of eye-catching'. Pupils usually give extended answers to questions and use standard English confidently. Many speak with assurance and adapt what they say according to the situation or the person to whom they are speaking. They speak clearly and audibly when responding in assemblies. The school's high expectations and the example generally set by teachers support pupils' continuing progress. Pupils' skills are sustained even when, on occasion, the teacher's example is not as helpful as it might be.

69. Pupils read competently. When reading aloud they do so in a manner which invites the listeners' attention and interest. Many show good skills, for example scanning efficiently the first pages of an unfamiliar book to get an idea of the plot. Pupils' skills in gleaning information from reference sources are a strong feature of their work. Their researches are helpfully planned to link with work in other subjects, for example as an enquiry into earthquakes in geography.
70. Pupils' writing skills are less well developed than other English skills. The school is putting effort into raising the profile of writing across the school, for example through the 'Writer of the week' award. It is rightly looking at the way writing is taught. Pupils write comfortably in a narrative style but seldom develop ideas in an interesting or imaginative way. The range of writing is limited, including short letters, stories, haiku poems, some factual accounts, for example about teeth, and reports. Worksheets abound, showing generally competent sentence construction and spelling. These are often carelessly written and scruffily presented. The Owl poems by Years 5 and 6 show some imaginative use of words and ideas, but this quality is not well maintained in other work. The planning and the marking comments show a lack of attention to helping average and higher attainers to progress beyond the competence they develop.
71. Pupils work with a will in English lessons. This is helped by the positive attitudes developed in the school and the sensible way pupils organise themselves. Teachers generally expect good behaviour and receive it. Pupils concentrate well, even when it is difficult to see from the back because of the unsuitable shape and size of rooms. The best teaching keeps pupils totally absorbed because the teacher communicates skilfully, explains carefully, shows enthusiasm and stretches pupils' learning. All the teaching is effective: some is good and, on occasion, it is excellent. Where teaching is effective rather than good, it is the combination of pacing the lesson, maintaining its momentum, and communicating what is expected clearly for work and behaviour, which is not firmly established. This slows pupils' learning. It can invite restive behaviour, but seldom did so because of pupils' good attitudes.
72. Since the last inspection, standards in writing have improved. The contribution of classroom assistants is now managed effectively. New books have been bought to support the literacy strategy, but the recently created library area is poorly stocked. The literacy strategy is implemented well at Key Stage 1.
73. Subject leadership and management are good. Thoughtful attention is being given to the information that is learned from pupils' assessments to throw light on the strengths and weaknesses in teaching and learning. Teaching has been observed and helpfully reported to individuals. A number of initiatives are being established to raise standards, for example setting writing targets for each year group, and testing reading progress. English policy has been reviewed; a good revised policy, which is helpfully detailed, is being considered by staff and governors.
74. Pupils' skill in expressing their ideas shows well across the curriculum and is very well supported by the models of language presented by teachers. Pupils generally speak in well-formed sentences, with interesting vocabulary, when answering questions or offering comments. This showed well in the question and answer exchange in an assembly; pupils in all years offered well-expressed responses and ideas confidently and thoughtfully. The use of technical language is expected, for example 'horizontal'



in mathematics, and the names of shapes. The contribution of science to literacy development is good. Pupils of all ages are given opportunities to speak about their investigations and experiments, how they went about the task and what the results were, and they write up their investigations. However, opportunities for extended writing are not planned in art, design and technology, geography, history, ICT, music and religious education.

## **MATHEMATICS**

75. Year 6 results have been substantially above the average in recent years. Standards in mathematics have improved since the last inspection. Work in books shows good, but less outstanding, work; there is more work in number than in other aspects of the subject. The school relies heavily on published schemes in both key stages and, although it follows the content of the national numeracy strategy, has changed the order.
76. In the work seen, standards are above those expected at both key stages. Year 2 pupils understand that they can do multiplication sums two ways. They show a good understanding of basic number operations and work confidently with shape, space and measures. More able pupils are confident and quick in number work; they apply their knowledge and skills in different situations, and understand that diagrams and mathematical signs communicate information. Year 6 pupils can explain what they are doing and why. They are generally very quick in mental arithmetic games. All understand simple co-ordinates, on a map for example, and many can plot co-ordinates in all four quadrants. Pupils have a good knowledge of three-dimensional shapes and their properties and can explain them well. They can present data in charts and graphs, for example for surveys carried out in the class.
77. Pupils are attentive in mathematics lessons. For example, one pupil was very quick to notice a slip in the working of another pupil who was demonstrating a point at the blackboard. Pupils listen to the teacher and settle to work quickly and enthusiastically. The exceptions to this occur where the teacher's management skills are less good or the task less well organised. In Years 3 and 4, for example, although only two could be directly involved at any one time, pupils were very enthusiastic about the opening game. Year 5 and 6 pupils moved quickly to group work, as did the youngest Key Stage 1 pupils. Pupils' enthusiasm for mathematics helps the pace of work and supports their progress well. The effective support given to pupils with special needs helps them to make good progress.
78. Teaching is good; it is better at Key Stage 2 than at Key Stage 1. In the best lessons pupils' keenness for mathematics is harnessed and developed well. This is a major factor in the good standards the school achieves. Teachers vary in their skill of managing the pupils. In the lessons where pupils are not so well managed, they learn less well and do not work so rapidly or to such a good standard. In one lesson at Key Stage 1, the less able pupils failed to understand the work fully because they had not concentrated sufficiently on it. Teachers use classroom assistants well. For example, in the Reception and Year 1 class, where pupils work in groups according to ability, the assistant worked with two groups, enabling the teacher to explain new work to more able groups. The groups benefited from this close supervision, and pupils with special needs were helped well to understand and to concentrate on their work.
79. Teachers use two published schemes of work which generate many worksheets.

Although pupils carry out other tasks, for which they use an exercise book, most work is on these sheets or in the booklets produced for the Key Stage 1 scheme. These are completed untidily by many pupils and the worksheets become “tatty” as they collect in folders. Pupils have little opportunity to learn how to set out mathematical work accurately. The previous report noted that ‘the standard of presentation is frequently poor’ and, although improved a little, it is still not good, especially at Key Stage 2. There is a lack of balance in the use of worksheets, printed workbooks and exercise books.

80. Teachers sometimes provide extended work for those pupils at each key stage who excel in mathematics. Work is generally planned suitably for pupils’ abilities. In the Year 2 lesson seen, the teacher challenged the most able pupils by writing a very large number on the board to be multiplied by one. About a quarter of the pupils were quick (and pleased) to realise that the answer was quite easy; they could follow the general principle through. The teacher gave a very clear explanation of a point to a pupil who was finding it difficult; he was helped well to progress in his understanding. The attention given to the needs of pupils is a significant factor in ensuring that all learn and that good standards are reached. However, the work in books shows that suitable planning is not always achieved; in some work, all pupils are set very similar tasks. The most able are therefore not always sufficiently stretched. In mental arithmetic, it was the less quick-thinking Year 5 and 6 pupils who were at a disadvantage because the work moved too swiftly for them.
81. Leadership and management of the subject are good. Assessment arrangements are suitably in place and some informal monitoring of teaching has been undertaken. The school has adequate resources to teach mathematics, but the building restricts activities. Classrooms are small and group work can be difficult to organise. The curriculum still concentrates too heavily on number work but there are opportunities for pupils to apply mathematical ideas, for example in work on shape, space and data handling. Computers are used for work on data handling.
82. Other subjects of the curriculum contribute to pupils’ numeracy development. The science contribution is good. Pupils regularly handle basic data from experiments and investigations, for example showing the range of eye colours in the class and they produce pictograms and block graphs. In design and technology, pupils use their knowledge of shapes, for example oval, circle, square and rectangle, when designing a poster for the ‘Fun Day’. In physical education, pupils determine equal team numbers, and count out equipment. There are good links with ICT, for example through producing graphs using computers. In geography, however, opportunities are missed to collect and interpret data in field work.

## **SCIENCE**

83. The results at the end of both key stages are above average. Pupils with special educational needs receive highly effective support in lessons. Because of this they make very good progress towards their individual targets, especially where the targets involve behaviour. This is a good improvement since the last inspection, which found that the ‘slowest learners’ did not make good progress. In the work seen, pupils’ attainment at the end of each key stage meets the expected standard for their age.
84. Pupils at Key Stage 1 are developing the basis of a sound scientific vocabulary. Pupils are generally confident when speaking and in discussions about their work.

They carry out simple investigations and respond well to suggestions about how to find things out. For example, Year 2 pupils carry out tests on the senses of touch, sight and sound, and write up their results. Most use worksheets to do this; more able pupils write up their investigations in their own way so that their writing skills are extended. Pupils are beginning to use a range of methods to present the results of investigations, for example graphs and pictograms about minibeasts and eye colour. They distinguish between living and non-living things and they recognise that living things grow and reproduce. They classify materials into groups and sort them into manufactured and natural groups.

85. Over the four years of Key Stage 2, pupils develop wider factual knowledge and a helpful range of scientific vocabulary which they use confidently. When they are conducting experiments, pupils recognise the need to set up fair tests and can describe the most important factors in making sure that a genuinely fair test is carried out. They sensibly predict what the outcomes will be. They record their results using a variety of methods, including written descriptions, completed worksheets, and graphs and charts which pupils produce themselves. These make a good contribution to pupils' literacy and numeracy development.
86. Teaching is effective; some is good. Teachers have very good class control that is achieved without fuss and with good humour. Special needs assistants show high-level skill in managing difficult behaviour. As a result, pupils' behaviour in lessons is good. Pupils generally show very good attitudes to their work and enjoy science. Their relationships with each other and with their teachers are very good. The combination of good pupil control and good relationships makes a significant contribution to the atmosphere of care and respect for others which is a strong feature of the lessons. There is good teamwork between teachers and assistants, which is of particular benefit to pupils with special educational needs, helping them to make very good progress towards their individual targets. In practical work teachers show due care for health and safety, and manage resources well. They give clear instructions so that pupils are confident in carrying out the work. Teachers plan a range of work tailored to the specific needs of individual pupils, which provides a range of speaking, writing and data-handling opportunities. This ensures that pupils work at an appropriate level and can learn well. However, although there is some use of computers in science work, this is not sufficient.
87. Science contributes very well to both moral and social development. A strong moral dimension is evident in lessons and pupils are taught right from wrong. In discussions pupils learn to listen to, and appreciate, the views of others. Their social development is enhanced by frequent opportunities in lessons to work together, share and take turns. Although the subject contributes to pupils' spiritual development, this is not as strong as might be expected from a subject that offers good opportunities for studying the natural world and the environment.
88. Overall the curriculum is suitably planned, although the current scheme of work does not provide sufficient detail to ensure that work builds progressively across all years. A new scheme of work is being developed. The previous inspection report drew attention to the lack of monitoring of the curriculum, which is still a weakness; this is recognised by the school. While some assessment data are provided by national tests, there are no systematic procedures for carrying out assessments across the school. This means that any differences in pupils' progress, such as between boys

and girls, or between pupils of differing abilities, can be overlooked because there is no regular checking. It also means that it is not possible to track attainment and progress across classes, to check curriculum coverage, to identify individual pupils' strengths and weaknesses or to set targets for improvement. The accommodation provides a poor environment in which to conduct science lessons. Classrooms are small and do not provide sufficient space to move around easily and safely when practical work is being done. This is especially so in the mobile classrooms.

89. The subject has made suitable progress since the last inspection. Standards have risen and have kept pace with the national rise in standards. The weaknesses that persist in the curriculum and in the arrangements for assessment result from areas of weakness in the leadership and management of the subject.

## **ART**

*One lesson was observed at Key Stage 1 and part of a lesson at Key Stage 2*

90. The work seen at Key Stage 1 meets the standard expected. Pupils control tools effectively, for example in painting colour washes for a fish and butterfly collage and in potato prints of two-colour patterns. They are familiar with work by Paul Klee, Georgia O'Keeffe and David Hockney. When using paintings by these artists as a stimulus for their own work, while they copy objects, shapes and colours, they show less attention to reflecting the spirit of the paintings. Drawing from direct observation is underdeveloped. Since the last inspection, standards at Key Stage 1 have been maintained. There is insufficient evidence from which to make an overall judgement about standards at Key Stage 2; no collected work was available. The work seen showed pupils working at a lower level than would be expected for their age. Teacher expectations were not high enough.
91. Pupils show good concentration in practical tasks at Key Stage 1 and enjoy them. They share materials as they work. They learn well because teaching is good. The teacher gives them clear instructions, with useful hints on how to set about the task. Lesson planning and organisation are good. In Years 5 and 6, pupils work with enjoyment and enthusiasm. They collaborate well, making sensible evaluations to make their work better. They put up with the cramped conditions with patience and good humour. Individual pupils in all years (Years R-6) are contributing to a millennium project with the village to make a wall hanging, representing village life, for permanent display in the school. Two or three pupils work with adults from the village each week in a range of craft skills, for example appliqué, patchwork, weaving, knitting, quilting, cross-stitch, fabric and silk painting, printing and batik. This is an exciting project, resulting in high-quality work, which enriches the social and cultural experience of those pupils involved.
92. The school's arrangements for the co-ordination of the subject are not effective. Assessment systems are not in place, and there is no checking of the way planning and teaching are affecting the standard of pupils' work. The contribution of the subject to pupils' spiritual development is not very strong.

## **DESIGN AND TECHNOLOGY**

*Lessons were observed at Key Stage 2*

93. The work seen is at the expected level for pupils at the end of each key stage. Year 2 pupils' glove puppets show good sewing skills and careful neat work. The complete set of puppets shows that all pupils had experienced success in the making process. Year 6 pupils' dress designs show a good grasp of the design process. They adapted their designs because they found out what worked and what did not when they were producing the finished article. However, the work shows low-level making skills for this age group. Their slippers, designed with computer help in a good link with ICT, are better produced; photographs show some good designs and skilful making.
94. The school has made progress in the design and evaluation aspects of design and technology work, criticised in the previous report. Year 5 and 6 pupils evaluated their pop-up cards in the lesson seen. Some could express themselves better than others but most made successful attempts to set down how they might improve the models at both the design and making stages. Pupils in Years 3 and 4 progress well and are aware of how to develop the lettering design for their first poster. In a later lesson, the good references to a first design were not carried through to the final poster making. Pupils with special needs make good progress.
95. Pupils show enthusiasm for the subject. In all year groups they are keen to show visitors their work. They settle to work quickly, for example to make and evaluate their pop-up cards in Years 5 and 6. In Years 3 and 4 pupils concentrated well through a long session; there was genuine delight as the second designs showed noticeable improvement on the first.
96. The teaching seen was good. Pupils' enthusiasm, and the work on display, reflect this. Good planning of open-ended tasks and good class management ensured that pupils' interest and concentration were generally sustained. Year 2 pupils' puppets show well-taught sewing skills. The evaluative work in Year 6 was well planned and well, if rather lengthily, explained. Pupils' in Years 5 and 6 had been led to think effectively about the design process, although their skills in making up their dress designs were poorly developed. Pupils are not always given sufficient comment to help them understand how to improve their work.
97. The school is adequately resourced for the subject, although there is no technical construction kit or equipment for working with wood. Classrooms are very small and limit what teachers and pupils can achieve in design and technology. Although, overall, the leadership and management of the subject are effective, arrangements for assessment and for checking the quality of teaching are not in place.

## **GEOGRAPHY**

*No geography lessons were taught during the inspection.*

98. There is insufficient evidence to make a judgement about standards at the end of each key stage. The work seen shows that pupils have a basic knowledge of maps, scales and direction at the end of Year 2. Pupils in Year 1, for example, can trace the routes that pupils use to get to school and their means of transport. They present this information in pictogram form and have produced a good display in the classroom. In Year 2, pupils locate places and buildings on maps. They understand that moving objects, such as people, cannot be shown on their maps. Although pupils have a

basic factual knowledge of the work they have done, they do not show that they are learning to explore the facts they have acquired or to interpret them. There is little evidence that pupils are beginning to use a range of resources to select information and answer questions about geography, or to study the effects of physical geography on human activity. This weakness continues at Key Stage 2.

99. In Year 6 pupils show developed map-work skills and can measure routes and establish directions. For example, they use string to trace the winding route of a river on a map, and then place the string on the map scale to work out its actual length. They use grid references to find places on a map. Pupils complete simple maps and plans, but have limited opportunities to draw their own maps and diagrams because these are usually produced in outline for them. In Years 5 and 6, there is an emphasis on physical geography: pupils study the formation of mountains and features of river valleys. Year 6 pupils can identify various features of rivers, such as meanders and ox-bow lakes, but lack understanding about the stages of river development that cause these features. This is because the scheme of work does not make these links.
100. There are few examples of pupils developing their writing skills, for example through writing up their own research or reports of field courses and local studies. The subject's contribution to numeracy is not strong; pupils do not regularly use graphs or tables to present data, either by hand or using computers. The previous report stated that the 'most able pupils were sometimes not extended' and this is still so, because there are few regular and structured opportunities for them to develop greater depth in their work.
101. No overall judgement can be made about the quality of teaching because it was not possible to observe lessons during the inspection. However, some aspects can be judged from the analysis of work and discussions with pupils. While it is clear that teachers have adequate subject knowledge and are able to teach the required content, planning does not incorporate the aspects of the subject which require pupils to think and investigate for themselves. Pupils' work is usually marked and corrected and teachers sometimes add comments such as 'hard work.' Such comments do not point out the strengths and weaknesses in the work, or give useful pointers about how the pupils can improve it.
102. No significant weaknesses were identified in the previous report and the subject has made satisfactory progress since the last inspection.
103. Overall, the subject is effectively led and managed. Appropriate curriculum provision is being prepared, which rectifies current weakness in planning about which the school is aware. The new scheme of work is based on a nationally produced course. It will incorporate assessment procedures so that it is possible to track pupils' progress over each year and identify strengths and weaknesses in the curriculum which have an effect on their progress. There is a lack of systematic monitoring of teaching and learning to ensure that all is being done to raise pupils' attainment. The accommodation is poor for teaching geography. When pupils are doing practical work, or working in groups, the classrooms do not provide sufficient space, especially for older (and larger) pupils.

## **HISTORY**

*No history lessons were taught during the inspection.*

104. There is insufficient evidence to make a judgement about standards at the end of each key stage. The work seen shows that Year 2 pupils can distinguish between past and present. They have a basic knowledge of differences between life in the past and life in the present day. They understand the events leading to the Great Fire of London and have studied famous historical figures such as Florence Nightingale. There is limited evidence, however, that pupils are beginning to study the reasons why people acted as they did, or using a range of historical sources for their own investigations.
105. Year 6 pupils have an understanding of a number of periods of history, including the Romans, Ancient Greece, Anglo-Saxon life, the Aztecs and the Victorians. Pupils have opportunities to develop and extend their writing skills during lessons. They have a satisfactory factual knowledge of the important people from the periods studied. For example, they can give details of the gods, such as Zeus and Hercules, from their study of Ancient Greece. There is a lack of emphasis on using evidence to suggest the consequences of the main events, and on looking critically at the different sources of information that might be available. For example, pupils were aware of the conditions found in factories and homes in Victorian times, but were not able to explain how these conditions came about or what original sources of information may be available to examine why.
106. No overall judgement can be made about the quality of teaching. The work seen shows that teachers generally have adequate subject knowledge and that the range of factual content taught is adequate. However, the range of methods planned is limited and does not always cater for the needs of all individuals within a class. For example, some texts do not take account of pupils' reading ability and are too difficult for lower attainers. There are also examples of work copied from teachers' notes; this does not guarantee pupils' understanding of what they have written. Teachers do not always mark pupils' work and, where it is marked, there is sometimes just a tick at the end. This does not provide helpful guidance to pupils about what they need to do to improve.
107. There has been sufficient progress since the last inspection. The findings then were that pupils at Key Stage 1 did not have a well-developed sense of chronology and that coverage of some topics at Key Stage 2 was not done in sufficient depth. These weaknesses have been corrected. However, the school cannot know that this is so because there are no suitable assessment procedures or arrangements for checking the quality of teaching through which staff can find out.
108. The current scheme of work is inadequate because it lacks sufficient detail in content and guidance. It is now being replaced by a nationally produced scheme giving continuity over the two key stages and some structured assessment procedures. The provision made for pupils with special needs is good.

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY**

109. At both key stages, pupils achieve the standards expected. The work on display reflects their familiarity with computers, for example in English, mathematics, science, design technology and art. Year 2 pupils use the keyboard and mouse confidently.

They use computers to write text and create block graphs using art software. They produce pictograms of their investigation into mini-beasts, and their survey of eye colours in the class. Year 6 pupils use computers for their work in many subjects. They word-process their writing, for example, creating a report on screen. They publish their word-processed owl poems utilising fonts and margins creatively to enhance presentation. They have experience of the use of a digital camera, observing the photographing of their slippers made in design technology. Over the key stage, pupils use spreadsheets and graphs to communicate the information they have acquired from surveys. In religious education, using art software, they incorporate text and pictures in presenting the story of Joseph.

110. All pupils, including those with special needs, regularly work with computers. They are keen to use them and usually do so sensibly and independently. For example, one pupil completed previous work at the beginning of the lesson, came out of the program and shut down the machine efficiently.
111. Teaching was unsatisfactory in the two lessons seen. In one, the activities were not appropriate. In the other, the teacher had not thought through the lesson content and organisation sufficiently; pupils completed the initial drawing task quickly and then had to wait to transfer their efforts to one of the two computers in the classroom with nothing else to do. However, the way pupils talk about their work shows that they have been taught effectively.
112. The previous inspection found that pupils did not have access to the full range of information technology activities. Since then the school has made good progress, so that the curriculum meets requirements overall, although some aspects are still to be fully developed, for example pupils' experience of control technology. The Internet link was installed only very recently, so pupils have little experience of sending or receiving e-mails. Although the school has better computer provision now than at the time of the last inspection, much of the equipment is out of date and unreliable and the building still restricts work with computers. The presence of computers results in even more crowded rooms, particularly in the mobile classrooms. It is difficult for small groups of pupils to work with them and for teachers to supervise the work. The under fives work in a very restricted space for their control preparation work. The school's stock of software is barely adequate. This means, for example, that pupils do not have access to a good range of CD-ROMs.
113. Arrangements for the co-ordination of the subject are not fully effective. Procedures for assessment are not in place and there is no checking on the quality of teaching. In partnership with five others, the school has made a successful bid for funds to support extra teaching and technician help in the coming academic year. The aim is helpfully to improve teacher expertise and help to make fuller use of the equipment.



## **MUSIC**

*Lessons were seen in Year 1 and at Key Stage 2.*

114. There is insufficient evidence to make a judgement about standards at the end of Key Stage 1. Pupils in Year 1 listen attentively to the teacher's singing. They sing with good control of pitch but find it difficult to maintain the beat of the song when there are actions as well. They can clap repetitions of a short rhythm pattern steadily. By Year 6, pupils meet the expected standard. They sing with a full sound and effective control; both boys and girls put effort into their singing. They perform rhythms accurately, though with occasional insecurity, both when clapping and when using percussion instruments. They listen closely to each other's performances. Their enjoyment of playing and singing helps them to improve their skills. Their hymn-singing enhances daily assemblies.
115. Pupils take part in music activities in a positive way and generally concentrate well when singing and playing. They do not always sustain attentiveness at other times, for example when instruments are being given out. They chat sometimes between the verses of songs. Teaching is effective overall. Teachers have good musical skills that they often use well in leading activities and giving examples, although songs are not always pitched at an appropriate level for younger pupils. Pupils are not always given sufficient help to improve their skills. They show enthusiasm for the subject. On occasion, when teaching is ineffective, the weakness is in planning: similar activities are continued for too long to hold pupils' attention fully and the arrangement of the room prevents good sightlines between teacher and pupils. Classrooms are too small for musical activities and there are not enough tuned percussion instruments for class lessons.
116. Since the last inspection, the range of instrumental tuition reported then has been discontinued. There has been a recent staffing change with interim measures to cover the co-ordination of music. However, the school's arrangements for the co-ordination of the subject are ineffective. Assessment systems are not in place, and pupils' past work is not stored on audio-tape or in written form. There is no checking of the way planning and teaching are affecting the standard of pupils' work. Composing and appraising activities are insufficiently represented in the curriculum. The contribution of the subject to pupils' spiritual development is not very strong.

## **PHYSICAL EDUCATION**

*One lesson was timetabled during the inspection.*

117. It is not possible to make an overall judgement about standards in physical education because very little work could be observed during the inspection. Pupils at the end of Key Stage 1 have good ball-control skills. They catch and throw both small and large balls more strongly and accurately than most pupils of their age. They control a ball well with a hockey stick or by dribbling it. Pupils in Key Stage 2 are very successful in local schools' sports competitions. Pupils with good skills are able to extend them and teachers encourage others to develop their more modest skills.

118. Pupils are keen to take part in physical activities. They share equipment well and, in the lesson seen on a very hot and sultry afternoon, put a lot of effort into all their work. Year 6 pupils talk enthusiastically about physical education and sporting activities. All team games are open to boys and girls. Pupils are proud of the school's success and were disappointed that the cricket match scheduled during the inspection had to be cancelled because of rain.
119. No overall judgement about teaching can be made. In the lesson seen it was good. The lesson was well prepared and organised and pupils were well managed. Pupils with good skills were chosen to demonstrate them. This is an effective strategy to help improvement, but was used too late in the lesson for other pupils to have time to improve their own skills in the light of what they had seen. The school's success in competitive sport and pupils' enjoyment of physical education reflect effective teaching.
120. Poor accommodation limits pupils' activities and progress in physical education. Although the school has a large field, accommodation for the subject is poor. The hall is very small and has few facilities and little equipment for gymnastics; there is not enough room for indoor activities apart from those needing very restrained movement. Lack of space restricts dance activities. Although the school covers the curriculum requirements, activities are limited, especially in periods of poor weather when pupils cannot use the field. In the absence on maternity leave of the member of staff responsible for the subject, the school's arrangements for its co-ordination are not effective. Assessment arrangements are not in place and there is no checking of the quality of teaching across the school.

## **RELIGIOUS EDUCATION**

121. Attainment is below the standards expected by the syllabus for religious education at the end of Year 2 and Year 6. This is mainly because the school fails to cover a number of the aspects that are required, so preventing pupils from achieving as they should.
122. Year 2 pupils know the main festivals of the Christian calendar. They can name the main parts of a Christian church and the way they are used in different ceremonies. They talk about people who are important to them and what they like about those people. There is little extension of this understanding into more detailed knowledge of Christianity. The syllabus provides for pupils to name places, objects and people from a number of religious traditions and to describe how ideas may be shared by more than one religion. Pupils' knowledge and learning are unsatisfactory and this provides a weak base for work in Key Stage 2. This applies to pupils of all abilities.
123. Year 6 pupils develop a slightly wider factual knowledge of a number of religions and of people connected with them. They study the festival of Diwali and learn the story of Rama and Sita. However, their level of factual knowledge is not deep enough to enable them to identify the similarities and differences between religions or to examine the influence of religion on people's behaviour and lifestyle. Pupils have very limited opportunities to write at length or to develop their thinking about the meaning of religion using their own experiences. As a result, they are a long way short of meeting the expected standards for the end of Key Stage 2.

124. Teaching is effective overall. All is characterised by good pupil control, achieved with sensitivity and patience. Pupils respond to this and show good behaviour in class and good attitudes to work. The working atmosphere encourages pupils to discuss their thoughts and ideas with a high degree of respect for the feelings of others. In some lessons teaching strategies are good; for example, teachers make very good use of question-and-answer techniques to lead discussions. At other times, the teaching methods are not so strong; pupils can be rather passive while listening to somewhat long and complex explanations and stories from the teacher. This prevents them learning well because they miss the main points. Teaching does not give sufficient opportunities for pupils to think in depth about religion or to write at length in recounting stories and expressing their ideas. This affects more able pupils the most. There is good teamwork between teachers and special needs assistants who are highly effective in supporting all pupils. The failure of pupils to reach the expected levels of attainment is not due to deficiencies in teaching, but to the failure of the school to prepare and monitor a cohesive scheme of work that ensures that the syllabus content is fully covered. Teachers prepare lessons carefully, but draw on inadequate guidance in doing so. Activities are limited by the cramped working conditions in classrooms.
125. The subject makes an unsatisfactory contribution to pupils' spiritual and cultural development because of the limited scope which pupils are given for deeper thinking and reflection about the meaning of a number of faiths and religions. The contribution to moral development is very good. Teachers provide very good role models, there is strong teaching about right and wrong in all lessons and pupils are taught to listen to and respect the views of others.
126. The previous report stated that pupils demonstrated understanding of Christianity and other faiths. Pupils' understanding is now very limited. There was no indication in the previous report that the subject failed to meet the requirements of the syllabus but this is now the case. Arrangements for assessment are not in place and there is no checking of the quality of teaching. The leadership and management of the subject are ineffective and the subject has made unsatisfactory progress since the last inspection.