

INSPECTION REPORT

HATFIELD HEATH COMMUNITY PRIMARY SCHOOL

Hatfield Heath, Bishops Stortford

LEA area: Essex

Unique reference number: 114878

Headteacher: Mr J Clements

Reporting inspector: Mrs M Gough
22361

Dates of inspection: 26th - 28th June 2000

Inspection number: 191515

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 category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Hatfield Heath
Bishop's Stortford
Hertfordshire

Postcode: CM22 7EA

Telephone number: 01279 730382

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Appropriate authority: The Governing Body

Name of chair of governors: Mr W McCarthy

Date of previous inspection: September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs M Gough	Registered inspector	Mathematics Art Music	What sort of school is it The school's results and achievements How well are pupils taught How well does the school care for its pupils How well does the school work in partnership with parents What should the school do to improve further
Mr B Harrington	Lay inspector		Pupils' attitudes and personal development How good are the curricular and other opportunities offered to pupils How well does the school care for its pupils or students How well does the school work in partnership with parents How well is the school led and managed
Mrs S Russam	Team inspector	Science Geography History Special educational needs Equal opportunities English as an additional language	How well does the school care for its pupils
Mr C Scola	Team Inspector	English Design and technology Physical education	How well is the school led and managed
Mrs M Forsman	Team Inspector	The under-fives Information technology Religious education	How good are the curricular opportunities offered to pupils

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hatfield Heath Community Primary School is situated in the village of Hatfield Heath, close to the town of Bishop's Stortford. The school is of average size, and there are currently 218 pupils on roll, between the ages of four and eleven. Almost all pupils are of white ethnicity. Although four pupils have English as an additional language, none is in receipt of additional language support. The number of pupils who are known to be eligible for free school meals is 8 which represents 4% of the school population and is below the national average. Twenty nine pupils are on the school's special educational needs register, which represents 13% of the school population and is below average. The percentage of pupils who have statements of special educational needs is 0.4% and is below average. Pupils start school in the term of their fifth birthday, and their attainment on entry is above the county average on the basis of the baseline assessments.

HOW GOOD THE SCHOOL IS

The school is extremely effective. Standards in English, mathematics and science are above average at the end of both key stages. Teaching is at least satisfactory in Key Stage 1, and in the Reception and Key Stage 2 classes, teaching is of a very high standard, and in the lessons seen during the inspection was often outstanding. The leadership and management of the school by the headteacher and the Governing Body are excellent, and they have a very clear vision for the school's future development. The school gives very good value for money.

What the school does well

- Pupils attain above average standards in English, mathematics and science at the end of both key stages.
- The school's procedures for monitoring and supporting pupils' academic progress are excellent.
- The school's provision for pupils who have special educational needs is good and enables them to make good progress.
- Pupils are very well motivated and have very positive attitudes to learning. Their behaviour is very good.
- The quality of teaching is very good in the Reception and Key Stage 2 classes, and significantly enhances pupils' learning.
- The provision for the under-fives is very good and is a strength of the school.
- The school makes very good provision for pupils' personal, social and moral development and good provision for their spiritual and cultural development.
- The school provides excellent levels of support and guidance for pupils of all ages and abilities.
- The school's partnership with parents is excellent.
- The headteacher provides excellent leadership for the school. He receives excellent support from a well informed and conscientious Governing Body.
- The school makes excellent use of its resources and gives very good value for money.

What could be improved

- Standards in information technology across the school.
- The use made of computers to support pupils' learning across the curriculum.
- The range and quality of opportunities for Key Stage 1 pupils to develop investigative and problem-solving skills, especially in mathematics and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection took place in September 1996, and the two key issues identified have been fully addressed. In addition, the school has continued to move forward on a variety of other areas, identified as the result of self-evaluation. Teaching and learning have been main areas of development within the school, and the practice of identifying learning objectives for each lesson, and sharing them with the pupils, is having a very positive impact on pupils' progress and attainment. Staffing in Key Stage 2 is much more settled than it was, and as a result, this team of teachers now works extremely well together, and their teaching is of a consistently very high standard. The very high standard of teaching in the under-fives class has been maintained since the last inspection. Assessment has been a major priority, and is a great area of strength in the school's work. Pupils' progress and attainment are tracked and monitored regularly, and assessment information is used extremely well to help teachers to plan the next stage of pupils' learning, and to monitor their personal development. Information technology is the current major area of development within the school, and although standards are not where they should be for some of the Key Stage 2 pupils, good progress has been made in establishing the way forward. The new computer suite will be ready by the start of the Autumn Term, and a programme of staff development is underway. The school has made very good progress since the last inspection, and is very well placed for continued development and the maintenance of the current very high standards in many areas of its life and work.

STANDARDS

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

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

This table shows that on the basis of the 1999 end of Key Stage 2 National Curriculum tests, overall standards in English, mathematics are above the national average, and standards in science are close to the national average. The school's end of Key Stage 2 results have been relatively consistent over the past three years, and occasional peaks and troughs are the result of differences in the composition of the individual groups of pupils. In comparison with similar schools, the pupils' performance in English and mathematics is average, but their performance in science is well below average. This comparison does not give a true picture of the pupils' performance. Of the 1999 group of pupils, 19% had special educational needs and attained only Level 3 in the tests. In addition, there have been unusually high levels of pupil mobility within this group of pupils during the last four years. The school's end of Key Stage 2 results for 2000 reflect the hard work of the staff and pupils, and reflect the ongoing commitment to raising standards. The results in English are similar to those in 1999, but there has been a significant improvement in mathematics and science. In science, the percentage of pupils attaining the higher Level 5 has risen dramatically, and in both mathematics and science there has been an increase in the

percentage of pupils attaining Level 4. These improved results reflect the impact of the consistently very high standard of teaching in Key Stage 2, and a more settled period in terms of staffing. The inspection findings indicate that pupils' attainment at the end of Key Stage 2 is above average in English, mathematics and science, and that pupils make good progress as they move through the key stage.

On the basis of the 1999 end of Key Stage 1 National Curriculum tests in reading, writing and mathematics, pupils' attainment is well above the national average, and above average in comparison with similar schools. The 1999 teacher assessments for science show that pupils' attainment is well above the national average. Standards over the past three years on the basis of the test results have been very variable. In reading, standards dipped dramatically in 1998, and returned to their previously very high standard in 1999. In writing, there has been a steady improvement year on year, and in mathematics, standards dipped in 1998, but then improved significantly in 1999. The school's 2000 end of Key Stage 1 results show that the high standards attained in 1999 have been maintained in reading and writing. However, in mathematics and science, although a similar percentage of pupils attain Level 2 and above, there is a slight dip in the percentage of pupils attaining the higher Level 3. The inspection findings indicate that overall, standards are above average in English, mathematics and science, but that there are some shortcomings in terms of the pupils' ability to use and apply their knowledge and understanding in mathematics and science, which might explain the dip in the percentage of pupils attaining Level 3 in these subjects.

Standards in information technology are at the expected level at the end of Key Stage 1, but at the end of Key Stage 2, pupils' attainment is below the expected level. Standards in religious education are in line with the requirements of the Locally Agreed Syllabus at the end of both key stages, and pupils make satisfactory gains in knowledge and understanding as they move through the school. Physical education is a strength of the schools' provision and pupils in both key stages make good progress. In music, pupils make satisfactory progress in both key stages, and the weaknesses in standards in Key Stage 2 identified in the last inspection report have been addressed and remedied. In art, design and technology, geography and history, pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2.

The attainment of the under-fives is above average on the basis of the assessments carried out soon after they start school. The under-fives benefit from very high quality teaching in the Reception class, and make good progress in their first year in school. By the age of five, the vast majority of pupils attain beyond the recommended desirable learning outcomes in each of the six areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen and highly motivated, and they enjoy coming to school. Pupils of all ages produce good amounts of written work.
Behaviour, in and out of classrooms	Very good. Pupils' behave well and get on well together. They are polite, friendly and helpful. The school is an extremely happy and orderly community.
Personal development and relationships	Very good. Pupils of all ages work very well on their own, and confidently make choices and decisions about their work. Relationships amongst pupils, and between pupils and their

	teachers, are excellent and create a very positive atmosphere in the school,
Attendance	Attendance is good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
48 lessons seen overall	very good	satisfactory	very good

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

The quality of teaching was excellent in 11% of lessons seen during the inspection, very good in 25% , good in 44% and satisfactory in the remainder. No unsatisfactory teaching was observed. The best teaching was seen in the Reception and Key Stage 2 classes, and was characterised by a brisk pace, very high expectations, and an indefinable, but very evident sparkle and sense of fun. In these classes, no opportunity was missed for bringing the lessons alive for the pupils, and for maximising the learning opportunities.

In most classes, teachers regularly share learning objectives with the pupils at the start of each lesson, and this helps pupils to have a very clear understanding of what is expected of them. Very good use is made of open-ended questions in all classes, enabling teachers to stretch the highest attaining pupils, and to check pupils' understanding. Excellent relationships between teachers and pupils ensure effective learning. Pupils are confident about asking questions to clarify their thinking, and are encouraged to express their feelings and to present their ideas and opinions.

With the exception of information technology, teachers have a secure subject knowledge, and this enables them to present information with high levels of confidence and enthusiasm. The teaching of English and mathematics is good in Key Stage 1 and very good in Key Stage 2, and good opportunities are provided in both key stages for pupils to develop their skills of literacy and numeracy across the curriculum. Throughout the school very good use is made of learning assistants who work closely with small groups of pupils, helping them in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum for Key Stage 1 and Key Stage 2 pupils which is enhanced by a good range of extra learning opportunities such as after school clubs and visits to places of interest. The curriculum for the under-fives is very good.
Provision for pupils with special educational needs	The provision for pupils who have special educational needs, including those with statements, is good. Learning assistants work closely with small groups of pupils who are experiencing difficulties with their learning and give very good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal, social and moral development is very good, and the provision for their spiritual and cultural development is good.
How well the school cares for its pupils	The school provides excellent levels of support and guidance for pupils of all ages and abilities. Excellent use is made of assessment information to monitor pupils' progress and to

	identify strengths and weaknesses in their learning.
Partnership with parents	Excellent. Parents know that they are joint partners in the education of their children and that their views are valued and considered. Parents give excellent support to the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher has a very clear sense of direction for the school which is shared by staff and governors. He leads by example, and enables staff to give of their best and to develop their roles within the school. The deputy provides excellent support for the headteacher and staff, and sets a very good example in her teaching. Co-ordinators are very hard-working, committed and keen to raise standards in their areas.
How well the governors fulfil their responsibilities	The Governing Body is excellent. It meets all of its statutory responsibilities and is well informed and knowledgeable. The Governing Body is very supportive, and fulfils its role as a critical friend to the headteacher in a sensitive manner.
The school's evaluation of its performance	Very good. The school has a variety of strategies in place for evaluating its strengths and weaknesses, which involve staff, pupils, parents and the Governing Body.
The strategic use of resources	Excellent. The school makes excellent use of its funds to ensure that pupils attain their full potential, and to provide the best possible education for pupils of all ages and abilities. The school gives very good value for money.
Staffing, learning resources and accommodation	The school employs an appropriate number of teaching staff and a generous number of learning assistants. The accommodation is good. The school has a good range of learning resources for most subjects, and plans are underway for a computer suite to be set up in the very near future.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school and enjoy their work. • Parents are pleased with the progress their children make. • Parents believe that behaviour in school is good. • They receive very good levels of information from the school about all aspects of its life and work. • Parents feel that they can approach the school with any problem or concern and are confident that their suggestions or complaints will be dealt with. • Parents are pleased with the high expectations of the school. • Parents agree that teaching is good. • Parents are very pleased with the way in which the school is led and managed. • The vast majority of parents are pleased with the range of extra activities offered by the school. • Parents appreciate the positive values and attitudes the school promotes. 	<ul style="list-style-type: none"> • The parents are pleased with all aspects of the school's life and work, and do not have any suggestions for improvement.

The inspection findings fully endorse all of the parents' views of the school. Parents are justifiably delighted with all aspects of the school's life and work, and this is reflected in the excellent partnership that exists.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. On the basis of the 1999 end of Key Stage 2 National Curriculum tests, overall standards in English, mathematics are above the national average, and standards in science are close to the national average. The percentage of pupils attaining the expected Level 4 is above the national average in English and mathematics, and the percentage of pupils attaining the higher Level 5 is well above the national average. In science, the percentage of pupils attaining Level 4 and Level 5 is close to the national average. The school's end of Key Stage 2 results have been relatively consistent over the past three years, and occasional peaks and troughs are the result of differences in the composition of the individual groups of pupils.
2. In comparison with schools that are deemed to be similar, on the basis of the percentage of pupils known to be eligible for free school meals, the pupils' performance in English and mathematics is average, but their performance in science is well below average. This comparison does not give a true picture of the pupils' performance. Of the 1999 group of pupils, 19% had special educational needs and attained only Level 3 in the tests in English, mathematics and science. In addition, there have been unusually high levels of pupil mobility within this group of pupils in the past four years.
3. The school's end of Key Stage 2 results for 2000 reflect the hard work of the staff and pupils, and reflect the ongoing commitment to raising standards. The results in English are similar to those in 1999, but there has been a significant improvement in mathematics and science. In science, the percentage of pupils attaining the higher Level 5 has risen dramatically, and in both mathematics and science there has been an increase in the percentage of pupils attaining Level 4. These improved results reflect the impact of the consistently very high standard of teaching in Key Stage 2, and a more settled period in terms of staffing. The inspection findings indicate that pupils' attainment at the end of Key Stage 2 is above average in English, mathematics and science, and that pupils make good progress as they move through the key stage.
4. On the basis of the 1999 end of Key Stage 1 National Curriculum tests in reading, writing and mathematics, pupils' attainment is well above the national average, and above average in comparison with similar schools. The 1999 teacher assessments for science show that pupils' attainment is well above the national average. Standards over the past three years on the basis of the test results have been very variable. In reading, standards dipped dramatically in 1998, and returned to their previously very high standard in 1999. In writing, there has been a steady improvement year on year, and in mathematics, standards dipped in 1998, but then improved significantly in 1999.
5. The school's 2000 end of Key Stage 1 results show that the high standards attained in 1999 have been maintained in reading and writing. However, in mathematics and science, although a similar percentage of pupils attain Level 2 and above, there is a slight dip in the percentage of pupils attaining the higher Level 3. The inspection findings indicate that overall, standards are above average in English, mathematics and science, but that there are some shortcomings in terms of the pupils' ability to

use and apply their knowledge and understanding in mathematics and science, which might explain the dip in the percentage of pupils attaining Level 3 in these subjects.

6. Standards in information technology are at the expected level at the end of Key Stage 1, but at the end of Key Stage 2, pupils' attainment is below the expected level. Although in recent months pupils have made good progress, there are some gaps in their skills, knowledge and understanding, resulting from the lack of opportunity for them to use computers regularly to support their learning. Information technology is a planned target for development within the school, and by the start of the next school term, a fully equipped computer suite will be installed, which will give pupils the opportunities they need to use computers regularly. Standards in religious education are in line with the requirements of the Locally Agreed Syllabus at the end of both key stages, and pupils make satisfactory gains in knowledge and understanding as they move through the school.
7. Physical education is a strength of the schools' provision and pupils make good progress in developing skills, stamina, and an understanding of how their bodies respond to exercise. The school has its own swimming pool, and this has a very positive impact on standards in this aspect of the physical education curriculum. In music, pupils make satisfactory progress in both key stages, and the weaknesses in standards in Key Stage 2 identified in the last inspection report have been addressed and remedied. In art, design and technology, geography and history, pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. In Key Stage 1, pupils receive a basic grounding in the necessary skills, and gain a secure knowledge and understanding of the subject matter. In Key Stage 2, where the teaching is of a consistently very high standard, pupils' progress is rapid, and they gain a real thirst for learning which motivates and enthuses them to produce their best work.
8. The attainment of the under-fives is above average on the basis of the assessments carried out soon after they start school. The under-fives benefit from very high quality teaching in the Reception class, and make good progress in their first year in school. They learn a wide range of basic skills, which they continually use and apply across their work, enabling them to become proficient, purposeful and confident learners. By the age of five, the vast majority of pupils attain beyond the recommended desirable learning outcomes in each of the six areas of learning.
9. The school caters well for pupils of all abilities. The provision for pupils who have special educational needs is good, and enables them to achieve their full potential and to make good progress towards the targets in their individual education plans. Higher attaining pupils in both key stages are well provided for, and the end of key stage test results demonstrate that pupils are enabled by the school to attain the higher levels in English, mathematics and science. The school is highly committed to raising standards even further, by continuing to develop teaching and learning, and by using assessment information to highlight strengths and weaknesses in provision.

Pupils' attitudes, values and personal development

10. Pupils of all ages and abilities demonstrate very good attitudes which have a significant and positive impact on their attainment and progress. They are very keen to come to school, and approach their work with very high levels of enthusiasm and motivation. They respond very well to their teachers, and co-operate willingly with

their classmates when working on shared tasks. They apply themselves diligently and show pride in the work they produce. Pupils of all ages produce very good amounts of work, and often can hardly wait to start. This is true in all classes, but is particularly noticeable in the Reception and the Key Stage 2 classes, where the consistently very high quality of teaching really stimulates and excites the pupils. Pupils in both key stages have very good levels of confidence and are very keen to ask and answer questions in discussion sessions. They listen very well and concentrate for sustained periods, especially when they are engaged in particularly challenging activities. The under-fives are developing very good and positive habits in their learning. They listen attentively to adults, share role-play areas and equipment sensibly, and generally play and work very well together.

11. Pupils' behaviour in class is very good, enabling lessons to run smoothly and without interruption. The school is a very friendly and orderly community. Pupils are very polite and well mannered, and show respect for each other, staff, and visitors to the school. They respond very well to the high expectations of staff, and try hard to please. Pupils are well aware of the system of sanctions and rewards which they believe to be fair. The pupils are trustworthy, and care for and respect their own property and that of others. They share equipment and resources sensibly. Most pupils throughout the school show impressively high levels of self-discipline. The school has not excluded any pupil in the three years preceding the inspection.
12. Pupils' personal development is very good and is effectively promoted through the school's personal and social education programme. Timetabled sessions for personal and social education give pupils the opportunity to explore their own feelings and to consider the wider social and moral issues that affect the quality of life in the school. Relationships amongst pupils, and between pupils and their teachers, are outstanding and create a positive learning climate where pupils feel confident and comfortable about sharing their thoughts. Pupils respect the views and opinions of others, and understand the need for consideration within and beyond the community of the school. In all classes, pupils undertake monitorial tasks, such as taking registers to the office, or setting out equipment, and do so with pride and a sense of responsibility. Independent learning skills are effectively promoted, and pupils can be relied upon to work sensibly, even when not under the direct supervision of the classteacher.
13. The pupils' attitudes, behaviour and personal development were good at the time of the last inspection, and have improved even further. As a result of ongoing curriculum development, and improvements in the quality of teaching in Key Stage 2, pupils have had more opportunities to develop independent learning skills, and to take responsibility for aspects of their own learning. The school's thoughtful approach to behaviour management is instrumental in ensuring that pupils behave well, not just because they have been asked to do so, but because they see the intrinsic value of being part of a happy and caring community. The very positive attitudes seen throughout the school reflect the success of the teachers in providing stimulating activities which capture the pupils' attention and interest, and account to a great extent for pupils' enthusiastic attitude to school in general.
14. Attendance is good and is above the national average. The rate of unauthorised absence is slightly, but not significantly, higher than the national average.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching was excellent in 11% of lessons seen during the inspection, very good in 25% , good in 44% and satisfactory in the remainder. No unsatisfactory teaching was observed. The best teaching was seen in the Reception and Key Stage 2 classes, and was characterised by a brisk pace, very high expectations, and an indefinable, but very evident sparkle and sense of fun. In these classes, no opportunity was missed for bringing the lessons alive for the pupils, and for maximising the learning opportunities.
16. Across the school, good use is made of a variety of teaching methods, involving whole-class, group and individual work. Teachers provide many very good opportunities for pupils to work co-operatively together and to develop independent learning skills. Pupils are encouraged to work hard and to the best of their ability, and teachers have high but realistic expectations of what they can achieve. Teachers work very closely with learning assistants, who are very well deployed to help small groups of pupils in their learning. The input of the learning assistants is crucial in raising standards, and supporting those pupils who find aspects of their learning difficult.
17. The enthusiasm of the teachers is infectious, especially in the Reception class and Key Stage 2, where pupils are very highly motivated by the exciting and stimulating activities they are given. Very effective use is made of questioning in all classes to check pupils' understanding, to support the lower attainers, and to stretch the highest attainers. Teachers know their pupils well and relationships are excellent, creating a positive climate for learning where pupils know that their views are valued and respected.
18. One of the strongest features of teaching in the Reception and Key Stage 2 classes is the way in which teachers share the main focus of the lesson with the pupils at the start of the session. For the very youngest pupils, this may take the form of a verbal explanation, with the teacher clearly stating what she intends the pupils to achieve. Key Stage 2 teachers often write one or two main learning objectives on the board, which serve as an ongoing reminder for pupils, and help them to remain focused on their tasks. At the end of lessons, teachers are skilful in helping pupils to evaluate what they have learned during that session. The practice of setting learning objectives for each lesson and sharing them with the pupils is a whole-school policy. However, in Key Stage 1, teachers are not always sufficiently explicit about what they expect the pupils to achieve, and do not consistently share learning objectives with the pupils. This means that their planning is slightly less focused than in Key Stage 2, resulting sometimes in a lack of pace and direction.
19. The school has successfully embraced the principles outlined in the National Literacy and National Numeracy Strategies as part of its work in English and mathematics, and teaching in these areas is good in Key Stage 1 and very good in Key Stage 2. In science, teaching is satisfactory in Key Stage 1, and very good in Key Stage 2. In both mathematics and science, there are insufficient practical opportunities for pupils to use and apply their knowledge and understanding in Key Stage 1. Although the teaching of information technology is satisfactory overall, a weakness is the lack of opportunities for pupils to use computers to support their learning across the curriculum. Some teachers lack confidence in the subject, arising from their lack of subject expertise, and this has been recognised by the school and a programme of staff development has started. Teaching in religious education and music is at least satisfactory in both key stages and some good lessons were seen during the inspection. Teaching is good in physical education. In art, design and technology,

geography and history, teaching is satisfactory in Key Stage 1 and frequently very good in Key Stage 2.

20. The quality of teaching of the under-fives in the Reception class is very good and some excellent lessons and activities were seen during the inspection. The classteacher and classroom assistant work very well together to ensure that there is a common philosophy and a shared and agreed approach to planning and teaching. The teacher is very aware of the value of play for young children, and there are many very good opportunities for the under-fives to take part in a range of exciting and stimulating free and structured play activities. Very good emphasis is placed on the development of early language and mathematical skills, and there are many good opportunities for pupil to learn personal and social skills. Relationships with the children are excellent, and children are very well managed. This results in children feeling comfortable in their surroundings and gives them the confidence to learn and develop positive relationships with their classmates. Very good use of ongoing assessments helps the teacher to effectively monitor pupils' progress in their first year in school. The very good teaching in the Reception class makes a significant contribution to children's learning and progress across all of the key areas of learning.
21. The quality of teaching of pupils with special educational needs is good throughout the school, and helps them to make good progress towards the targets in their individual education plans. Individual education plans are well written and enable teachers and other adults to have a good understanding of pupils' individual learning needs. Teachers make good reference to individual education plans when planning the next stage in pupils' learning. The high quality of teaching of pupils with special educational needs makes a positive contribution to their learning.
22. Homework is used effectively in all classes to enable pupils to practise basic literacy and numeracy skills, and to give them an understanding of the discipline of organising aspects of their own learning. Some of the Reception tasks are particularly inspiring, such as the opportunity for pupils to take home one of three reading characters, Elmer, Kipper or Mog, and to write about their visit to their homes in an accompanying diary. However, some of the homework tasks in Key Stage 1 and Key Stage 2 are less imaginative, and it is rare for example, for pupils to be asked to complete homework tasks in art, music and physical education.
23. The overall quality of teaching was good in the last inspection, and has improved even further, reflecting the school's continued commitment to raising standards across all aspects of its life and work.

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

24. The school provides a good, well balanced curriculum for pupils of all ages, which fully meets statutory requirements, and which is effectively enhanced by a very good range of visits and extra-curricular activities. All subjects of the National Curriculum, and religious education, are taught regularly in both key stages. The school has successfully introduced and implemented the National Literacy Strategy and the National Numeracy Strategy. There are good opportunities across the curriculum for pupils to develop their literacy and numeracy skills, although opportunities for them to develop information technology skills across the curriculum are limited. The school

has worked hard since the last inspection to refine and improve the curriculum, and the key issue in respect of developing schemes of work has been fully addressed

25. The provision for pupils who have special educational needs is good, and the school complies fully with the recommendations of the Code of Practice. The needs of pupils who have statements of special educational need are fully met. Individual education plans are in place for those pupils who are at Stage 2 and above on the school's special educational needs register, and they are regularly reviewed. They are of good quality and contain clearly stated and measurable targets.
26. The curriculum for the under-fives in the Reception class is of very good quality. Very good emphasis is placed on developing the children's early language and mathematics skills, and they are encouraged to learn through very well planned and prepared practical experiences and structured play activities. Planning is based around the six key areas of learning and successfully promotes the desirable learning outcomes. The teacher has a very good overview of how young children learn, and there is an extremely good mix of activities which promote new learning, and those which consolidate previous learning.
27. The curriculum for Key Stage 1 and Key Stage 2 pupils is well considered. The whole-school curriculum overview is supported by schemes of work for all subjects, which lead to detailed termly planning. The schemes of work are very effective in ensuring good levels of progression in pupils' learning as they move through the school, but some schemes, such as information technology have only recently been introduced, and they are not yet having sufficient impact. Subject co-ordinators play an important role in monitoring curriculum delivery in their areas, and willingly give advice, and share their expertise with colleagues.
28. The provision for out of school activities is very good. The school provides a wide range of interesting clubs for pupils from Year 2 upwards, which are well managed and monitored. They include sporting and musical activities, which are very popular with the pupils, and provide excellent opportunities for pupils to develop and extend their personal and social skills. Pupils who take part in the out-of school activities are keen to share their achievements with their classmates. For example, pupils who take part in sports competitions with other schools announce the results in assembly, and the school band regularly performs for the rest of the school. The statutory curriculum is effectively enhanced by a good range of educational visits, which extend pupils' learning and experience of the wider world. The school welcomes a variety of visitors from the local community who share their experiences with the pupils, and makes good use of local resources and facilities.
29. The way in which the school promotes pupils' personal development is very good and is one of its strengths. The school involves pupils in setting their own personal, social and academic targets, and this is most beneficial in terms of giving pupils an understanding of their learning, progress and achievements. The celebration of achievement in assemblies and the presentation of awards recognises the full range of activities in school life. The examples set by the staff and all adults in terms of their own attitudes and values have a considerable and positive impact on the views and behaviour of the pupils.
30. The provision for pupils' spiritual and cultural development is good, and provision for pupils' moral and social development is very good. However, although the school is effective in this aspect of its work, the provision is too reliant on the sensitivity and

intuition of individual teachers, and opportunities for promoting these aspects are not clearly identified in teachers' planning.

31. Spirituality is promoted in a variety of ways across the curriculum, and teachers have a good awareness of the need for creating calm moments within the hustle and bustle of the normal school day. The programme of assembly themes is designed to provide a stimulus for pupils' spiritual awareness and self-knowledge. Daily assemblies, particularly those for the whole-school and Key Stage 2 pupils, are very effective in fostering spirituality, and pupils are given the opportunity to reflect on aspects of their own lives and those of others. Thought has been given to developing the school grounds in such a way that there are quiet areas, set in attractive surroundings, where pupils can sit and think, or talk with their friends. Pupils are encouraged to consider the wonder of nature and the beauty of their surroundings, and incidental opportunities that arise during the course of the day are well used. There are some missed opportunities in art and music lessons for pupils to pause and appreciate the beauty of what they are seeing or hearing, mainly because they are not identified at the planning stage, and are therefore sometimes overlooked.
32. The school places great emphasis on developing pupils' social and moral skills, and all adults in the school provide excellent role models. The school effectively promotes the principles which distinguish right from wrong, but tries to give pupils the opportunities to make their own choices and decisions, based on the school's expected code of conduct. As they move through the school, pupils' sense of morality becomes more acute, and they consider such issues as persecution in Eastern Europe, the impact of war, and the pollution of the countryside. Pupils of all ages are encouraged to take responsibility for aspects of their learning, and are trusted to respect property. They are encouraged to share in the life of the local community and representatives of each year group regularly attend a Remembrance Day service in the village.
33. The school effectively teaches pupils to appreciate their own cultural traditions and actively encourages them to take part in local festivals. The celebration of the school's centenary included recognition of the village history and revived some of the traditional games. Pupils are introduced to the diversity and richness of other cultures mainly through the study of Judaism and Hinduism in religious education but there is a lack of opportunity for pupils to experience other cultures at first hand. The school has a variety of artefacts and books on display in the school which acknowledge and celebrate cultural diversity, and captivate the pupils' interest, such as the three dimensional display of Indian art in the Year 3 classroom, and good use is made of music from different cultures as pupils come into whole-school assemblies.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school provides excellent levels of support and guidance for its pupils, and the health, well-being and happiness of the pupils are the shared concern of the headteacher, staff and Governing Body. Teachers know their pupils very well, and respond to their individual needs.
35. Excellent procedures are in place for ensuring pupils' welfare, health and safety. Pupils are well supervised at all times, and are reminded of safety rules in lessons such as science and physical education where the risk of injury is greater. The swimming pool routines are carefully observed, and in all swimming sessions, an

appropriate number of qualified adults with life-saving skills are present. A number of staff have up to date first-aid qualifications, and procedures for dealing with pupils who are unwell, or who have had an accident are fully understood by staff and pupils. All staff have had training in child protection, and the school's procedures are clearly stated and followed when necessary.

36. The school's systems for promoting good behaviour are very good. Pupils know what is expected of them, and respond readily to the teachers' high expectations. The school sets a great deal of store on promoting good patterns of behaviour through regular rewards and the celebration of achievement, and on the rare occasions when pupils behave inappropriately, very good procedures are in place to deal with the incidents in a way that recognises the needs of the perpetrator as well as the victim. Pupils are encouraged to set their own targets for personal development, and for some pupils, these may be related to learning to manage their own behaviour. Repeated patterns of inappropriate behaviour may be explored through whole-school assemblies or in class groups to raise pupils' awareness of the impact of their actions on the well-being and happiness of others.
37. Procedures for monitoring attendance and punctuality are very good and clearly understood by parents and carers. Regular contacts with the Education Welfare Officer and parents/carers are maintained. Overall administrative systems for promoting punctuality and attendance are very good and have been maintained since the last inspection.
38. The school's procedures for identifying pupils who have special educational needs are good, enabling prompt action to be taken. Teachers highlight initial concerns which are then followed up by the special educational needs co-ordinator. The school has good contact with the educational psychologist and other external agencies. Pupils who have behavioural problems are well supported in class and at playtimes, and discussion with their teachers help them to see alternative ways of handling their frustrations which enable them to avoid using inappropriate behaviour. Support in class for pupils who have learning difficulties is good, and learning assistants provide very good support for individual pupils and small groups who are experiencing difficulties with their work. Parents of pupils who have special educational needs are fully involved in reviews and in setting targets.
39. The procedures for assessing the achievements of the under-fives are very good. The school completes initial assessments when children join the Reception class, and the teacher uses this information very effectively to provide work that very accurately matches children's varying needs. Staff keep separate records for every child containing check lists for each area of learning. These are maintained meticulously and show clearly what each child is able to do. They are updated regularly so that at the end of each term the teacher is able to measure the progress children are making.
40. In Key Stage 1 and Key Stage 2, assessment procedures are very good and teachers make excellent use of the information when planning the next stage in pupils' learning. Since the time of the last inspection the school has made very good progress in developing this aspect of its work. Rigorous assessment procedures have been introduced sensitively and systematically. Particular emphasis has been placed upon developing comprehensive methods of monitoring and tracking pupils' achievements in literacy and numeracy. The school's assessment systems in literacy and numeracy are having a very positive impact in raising standards, and are helping

to identify strengths and weaknesses in teaching and learning. Assessment procedures in science are good. The school has identified a need to develop these further to replicate the high quality of literacy and numeracy assessments. Procedures for assessing pupils' progress and attainment in religious education and information technology are not at the same high standard yet as those for the other core-foundation subjects, and the school is aware of this as an area for development. Co-ordinators responsible for the foundation subjects have initiated and implemented effective procedures for monitoring pupils' progress and achievements in their areas. In most subjects of the curriculum, portfolios of samples of pupils' work have been established. These are helpful in providing teachers with information about standards and curriculum coverage throughout the school.

41. The school believes that the idea of pupils setting targets for themselves is crucial if standards are to be raised even higher, and recognise the value of this in terms of pupils' personal development. Pupils have responded very positively to the idea of target setting and enjoy taking responsibility for the direction of aspects of their own learning. The notion of pupils' setting targets is relatively new, and is an ongoing area of development. Parents have been well informed about the system and are very pleased that their children are so aware of the strengths and areas for development in their learning.
42. The monitoring of pupils' personal development is very good. The staff know the pupils and their families well and very constructive relationships are established from the start. The school places a very high priority on the importance of celebrating pupils' academic and non-academic achievements. Personal achievement targets are included in reports to parents, and pupils regularly set their own targets. All classes have regular personal, social and health education sessions and 'Circle Time' during which there is an emphasis on developing tolerance and understanding of themselves and others. Every week each class selects its pupil of the week. Those who voted for the successful candidate share their reasons for choosing the individual and these may include demonstrating care for others, being a friend or admiration of achievements. At lunchtime supervisory staff are involved in monitoring behaviour and contribute to celebrating pupils' successes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. There is an excellent partnership between the school and the parents, which has developed significantly over the last few years. Parents are very much viewed as partners in the education of their children, and they appreciate the way in which they are invited to become involved in the life and work of the school. The percentage of pre-inspection questionnaires returned by parents was unusually high at 89%, and reflects the parents' commitment to the school.
44. Parents are highly delighted with the work of the school, and whilst they cite many strengths, they have no suggestions for improvement. The main strength of the relationship between the parents and the school is the mutual respect the staff and parents have for one another. Parents feel free to make suggestions and to voice any concerns they have, knowing that their concerns and ideas will be taken seriously, and acted upon where appropriate.
45. A number of parents regularly help out in school, and their work is valued. In addition, many parents listen to their children reading at home and help them with their

homework. The school has a very active Parent/Friends' Association, which helps forge good links between the staff and the parents, and which raises welcome funds for the school.

46. The school keeps the parents very well informed about what is going on, and regular monthly newsletters provide very good information about ongoing events. Parents receive frequent information about the curriculum, and the home-school diary enables the informal exchange of information between teachers and parents, as well as fulfilling its function as a reading diary. Parents of Year 2 and Year 6 pupils are well briefed at the time of the end of key stage National Curriculum tests to ensure that they know what to expect in terms of the impact on their children, and in terms of interpreting the results. The school has introduced home-school agreements which reflect the practices and procedures of the school, and give parents clear guidance as to how they can support their children.
47. The quality of end of year reports of pupils' progress is outstanding. They give parents a really good insight into their children's progress and attainment, and show that the teachers know the pupils very well indeed. Parents who have children who have special educational needs are kept well informed at every stage of the process, and are regularly invited to reviews of their children's progress. All parents know that they are welcome to come into school at any mutually convenient time to talk about their children's work and progress with the staff and headteacher.
48. The excellent relationship between the school and parents is a strength of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The headteacher provides excellent leadership and is very well supported by the staff and Governing Body. The school has made very good progress since the last inspection, and has addressed both key issues. There are now detailed schemes of work for each curriculum area and the co-ordinators' roles have been considerably developed. In addition, the school has moved forward considerably on some of its own initiatives, including the monitoring of teaching and learning, the development and implementation of assessment procedures, and the planned installation of a computer suite. The National Literacy Hour and the National Numeracy strategy have been implemented very successfully.
50. The headteacher is an enthusiastic leader who motivates staff and pupils and makes them want to give of their best. He leads by example, and is committed to giving the pupils the best possible quality of education. He has created an excellent partnership with parents, and is very accessible to parents, pupils and staff. One of his strengths is his ability to identify strengths and weaknesses in the school's provision, and to implement initiatives to maintain the strengths and improve areas of weakness. He is very well supported by the deputy headteacher, who is a very good role model for the other staff, and who has been instrumental in developing assessment throughout the school.
51. The headteacher has created a very positive climate for learning, and there is an excellent team spirit in the school. Staff and pupils feel valued, and there is a shared commitment to raising standards, and a shared sense of achievement in the school's successes. The very high standard of the pupils' behaviour, and the passion for learning shared by pupils and adults alike, have created a very positive ethos, which

ensures that the school is successful in meeting its aims, and that it is very well placed for continued development.

52. The role of the curriculum co-ordinators has developed over the last few years, and is now very effective. Their monitoring of teaching and learning has raised standards across every area of the curriculum, and as a result, the small amount of unsatisfactory teaching identified in the previous report has been eliminated, and the overall quality of teaching has improved significantly. Curriculum co-ordinators have a good overview of their subjects, and willingly give advice to their colleagues.
53. The Governing Body provides excellent support for the school, and is well informed and knowledgeable, enabling it to fulfil its role of critical friend to the headteacher. The Governing Body is very committed to the development of the school and through the curriculum committee, has a very clear understanding of the school's standards and performance. Individual governors are involved in the school's daily life in many ways, and are regular visitors. The various committees meet regularly and all governors have a clear understanding of what is happening within the school. The Governing Body fulfils its statutory obligations very effectively. The school development plan gives clear direction to the school's work and is challenging but realistic. It gives appropriate priority to the school's areas for development and contains relevant time scales, costings and criteria by which success can be judged. The governors and staff are involved in the preparation and implementation of the plan and its progress is reviewed regularly.
54. The school's procedures and systems for financial planning, control and administration are very efficient and the recommendations of the latest auditor's report have been met. The school is very effective in maximising the use of its resources, and funding for designated areas, such as special educational needs is well used and managed. Excellent detailed financial planning ensures that all spending decisions are closely linked to an identified need. For example, the school currently has a £30,000 carry forward from various savings made as a result of staff changes. It has detailed plans of where these funds will be targeted, including the setting up of a computer suite.
55. The school makes very good use of grants and funding for specific curricular areas such as literacy and numeracy, and makes effective use of information technology to monitor attendance, track budget spending and make best use of assessment data and information. The headteacher and Governing Body receive regular information about the budget and ensure that by a rigorous tendering process best value for money is obtained. The school has a very clear understanding of the implications of its spending and ensures accountability at all levels of its decision making. The very active Parent/Friends' Association works hard to support the school financially and the funds raised are effectively targeted and appropriately used to support the pupils' learning.
56. The school employs an appropriate number of teachers for the number of pupils on role, including five peripatetic music teachers, who give instrumental lessons to individual pupils, and whose input has a very positive impact on the life of the school. The number of learning assistants is generous, but justified by the impact they have on the attainment and progress of pupils who have special educational needs. The school's accommodation is good, and is very well maintained by the site supervisor and cleaning staff, who take an inordinate amount of pride in helping to create a pleasant learning environment for the pupils. The school is fortunate in having a

swimming pool which is well used during the summer months, and which has a very positive impact on raising standards in swimming. The school grounds are attractive and very well kept, and include a quiet area equipped with seating where pupils can meet their friends for a chat. To celebrate the Millennium, a hedge was planted which contains wild flowers, and which is a very useful resource for the pupils when carrying out science and environmental activities. There are enough learning resources for most subjects, and they are of good quality and well stored and maintained. Minor shortages, such as books for the library, have been identified and there is an ongoing plan for the updating of resources in the school. Resources for information technology are currently unsatisfactory, but with the setting up of the new computer suite at the start of the Autumn Term, this situation will be resolved.

57. In the light of the high standards attained in English, mathematics and science at the end of both key stages, the very good quality of teaching in the Reception and Key Stage 2 classes, the attitudes, behaviour and personal development of the pupils, the good progress of the vast majority of pupils across the curriculum, and the excellent leadership and management, the school is judged to be giving very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 1) The Governing Body, headteacher and staff should raise standards in information technology across the school by:-
 - implementing the proposed plans to set up a computer suite, thereby increasing the ratio of computers to pupils;
 - introducing assessment procedures to track and monitor pupils' progress and attainment in information technology;
 - increasing teachers' confidence in the subject by ensuring that the planned programme for staff development is implemented.
(paragraphs 6, 19, 54, 118 -122)

- 2) The Governing Body, headteacher and staff should ensure that there are more opportunities in both key stages for pupils to use computers to support their learning across the curriculum. (paragraphs 6, 19, 80, 95, 103, 113,118 - 122)

- 3) The Governing Body, headteacher and staff should ensure that there are more frequent, good quality opportunities for Key Stage 1 pupils to develop investigative and problem-solving skills, especially in mathematics and science. (paragraphs 5, 19, 81, 88, 91)

Other issues which should be considered by the school:-

- activities are sometimes over-directed in Key Stage 1 constraining pupils' creativity. (paragraphs 88, 99, 125, 133)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	25	44	20	-	-	-

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)	0	218
Number of full-time pupils eligible for free school meals	0	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	29
Number of pupils on the school's special educational needs register	0	1

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.9

Unauthorised absence

	%
School data	0.32
National comparative data	0.2

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
	2000	16	16	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	13
	Girls	14	15	15
	Total	27	29	28
Percentage of pupils at NC level 2 or above	School	85 (88)	91 (94)	88 (91)
	National	N/A (82)	N/A (83)	N/A(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	12	14
	Girls	14	13	14
	Total	27	25	28
Percentage of pupils at NC level 2 or above	School	85 (91)	78 (88)	88 (97)
	National	N/A (82)	N/A (86)	N/A (87)

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
	2000	17	12	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	16
	Girls	10	11	12
	Total	24	27	28
Percentage of pupils at NC level 4 or above	School	83 (81)	93 (78)	97 (81)
	National	N/A (70)	N/A (69)	N/A (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	16
	Girls	9	11	11
	Total	24	27	27
Percentage of pupils at NC level 4 or above	School	83 (72)	93 (69)	93 (75)
	National	N/A (68)	N/A (69)	N/A (75)

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	2
Pakistani	0
Bangladeshi	0
Chinese	1
White	177
Any other minority ethnic group	1

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)	8.3
Number of pupils per qualified teacher	26
Average class size	31

Education support staff: YR– Y6

Total number of education support staff	6
Total aggregate hours worked per week	102

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	400,365
Total expenditure	370,892
Expenditure per pupil	1,836
Balance brought forward from previous year	10,291
Balance carried forward to next year	29,473

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	218
Number of questionnaires returned	194

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	21	1	0	0
My child is making good progress in school.	79	19	2	0	0
Behaviour in the school is good.	70	28	1	0	1
My child gets the right amount of work to do at home.	44	45	9	1	1
The teaching is good.	84	15	1	0	0
I am kept well informed about how my child is getting on.	53	41	4	0	2
I would feel comfortable about approaching the school with questions or a problem.	82	15	2	0	1
The school expects my child to work hard and achieve his or her best.	66	33	1	0	0
The school works closely with parents.	61	35	3	0	1
The school is well led and managed.	86	13	1	0	0
The school is helping my child become mature and responsible.	73	24	3	0	0
The school provides an interesting range of activities outside lessons.	52	37	7	3	1

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

58. The school has one Reception class, and at the time of the inspection, four children were still under the age of five. The school admits pupils twice yearly. Children start their full-time education with a variety of pre-school experiences. Their attainment on entry to school is above average in all areas measured by the baseline assessments, but their range of ability is relatively narrow. The under-fives make good progress, and by the age of five most attain beyond the expected Desirable Learning Outcomes in each of the six key areas of learning.
59. The school has worked hard since its last inspection to improve the provision for the under-fives. The breadth of the curriculum has been extended and the children are very well prepared for starting the Key Stage 1 National Curriculum programmes of study when they move into Year 1. Resources have been improved for information technology, multi-cultural education and language and literacy. The construction of a garden area has considerably enhanced the outdoor accommodation for the Reception children.
60. The high quality of teaching has a tremendous impact on the children's learning, and enables all children to have the best possible start to their education. The teacher and classroom assistant have an excellent understanding of how young children learn. They have very high expectations and promote good learning habits. The varied, enjoyable and intriguing activities that are provided, arouse the children's interest, and they respond with high levels of motivation and enthusiasm. Positive reassurance encourages all children to take part. There is excellent interaction between the classteacher and the classroom assistant and this ensures a very pleasant working and learning environment.
61. Pupils are encouraged to do their best. Their achievements are regularly celebrated making them want to learn more. The teacher and classroom assistant are very effective in promoting children's social skills, encouraging them to work in groups, and recognise and share in the achievements of others. When teaching basic literacy and numeracy skills, the teacher employs a range of effective strategies which capture the children's imaginations. The teacher responds easily to children's questions, and when asking questions gives them time to formulate their ideas. Lessons have a very good pace, and this helps to maintain the children's interest. Children are encouraged to become involved in their own learning, and the sharing of lesson objectives at the start of sessions, followed by a recap at the end of sessions, helps them to become aware of what they have learned.
62. The curriculum for the under-fives is very good. Planning is very detailed and contains clearly stated learning objectives. Early assessments are used effectively to provide a baseline against which progress can be measured, and ongoing assessment throughout their first year in school ensures that the children receive appropriate support and challenge. End of year profiles for each pupil are detailed and accurate and give prominence to the opinions of the children. There are very good home-school links and very positive relationships with parents and carers. 'Coffee mornings'

held each term are well attended by parents, who stay in school to share the morning's work with their children.

Personal and social development

63. Children make good progress in their personal and social development and attain beyond the desirable learning outcomes by the time they are five. They establish good relationships with each other and with adults. They know the classroom routines and tidy up purposefully. They respond very well to the high expectations of the staff, and their behaviour is very good. The very good level of adult involvement encouraged by the school helps the children learn how to interact with a variety of people. Children express their views, wishes and dislikes confidently and clearly. They show good levels of self-discipline and common sense, and can be relied upon to behave sensibly. By the age of five, most children show a good awareness of the needs of others, and work and play co-operatively with their classmates.

Language and literacy

64. By the age of five most children attain beyond the desirable learning outcomes in language and literacy. In small and large groups they listen attentively and are willing and keen to talk about their experiences. They enjoy books and handle them carefully, understanding how they are organised. They know there are storybooks and information books and understand what an author is. The majority of children are reading competently by the age of five, and some have good levels of expression and confidence. Children are familiar with the letters and sounds of the alphabet. They use phonic skills well to sound out whole words and put them into sentences. Their letters are well-formed and carefully positioned. Most write independently, using a combination of words and graphical symbols, and create their own short stories.
65. The children's work often shows considerable imagination, for example, when writing about a flight in a hot-air balloon. Children have a good sight vocabulary for their age and use words well, for example, in their descriptions of Chinese dragon boats. Children are keen to take part in role-play activities. During the inspection some children were working in the 'Travel Agents', using spoken and written language to book tickets by telephone, and confirm the bookings in writing. The many practical and meaningful experiences for children to develop their language skills have a very positive impact on their learning and prepare them very well for their transfer to the Key Stage 1 National Curriculum programmes of study.

Mathematics

66. By the age of five most children attain beyond the expected levels in terms of their mathematical knowledge and understanding. They confidently order numbers to ten and beyond, and some pupils are familiar and competent when counting with numbers above twenty. Most quickly identify missing numbers in a sequence and mentally work out one more than and one less than a given number. The children are developing strategies for organising and checking their addition and applying their mathematical knowledge. Most children have a good understanding of the concept of measure, and order objects according to size. They have grasped the idea of comparisons, and confidently and accurately use terms such as longer/shorter, taller/shorter, heavier/lighter. They use numbers in practical activities and record their results sometimes with the systematic use of colour. The higher attainers successfully record sums with money using the correct forms.

67. The many excellent practical opportunities in which the pupils take part have a very positive impact on their mathematical understanding. The judicious input of the teacher and classroom assistant when pupils are playing in the sand and water, for example, helps to develop the children's mathematical vocabulary, as they fill containers, pour liquid from one beaker to another, or bury different sized jungle animals in the sand. Role play in the 'Travel Agents' has helped the children to gain understanding of the way in which money is exchanged to purchase goods and services. No incidental opportunities for developing the children's mathematical knowledge are missed, and registration sessions especially provide regular opportunities for pupils to add and subtract in a meaningful context.

Knowledge and understanding of the world

68. By the age of five, most children attain beyond the desirable learning outcomes in terms of their knowledge and understanding of the world. Children's computer skills are well developed. They are familiar with the operation of the mouse and the pad pen, and are developing basic keyboard familiarity. They understand the meaning of some software icons and have produced individual pictures using a painting program. They name parts of the body and know that blood circulates around it. They are aware that there is change over time, for example in the seasons. They have investigated the environment around the school and know that some trees lose their leaves and some do not. The children have visited the local church to act out a christening, and know that there are many stories about Jesus.
69. Many of the practical 'free-choice' activities are designed to promote the children's knowledge and understanding of the world in which they live, and particularly good use is made of the garden area to extend the children's scientific understanding. For example, the children have planted seeds, which they are observing with great interest, and understand the need for them to have water regularly. Pupils working in the sand with jungle animals name and identify the animals they choose, and often know the names of their respective babies. As part of their role play in the 'Travel Agents', the children are considering places further afield than their own village, and are gaining an understanding of different forms of transport. The teacher and classroom assistant play a crucial part in developing the children's understanding, and pose open-ended questions as they circulate, prompting the children to extend their thinking.

Physical development

70. By the age of five most children attain beyond the desirable learning outcomes in terms of their physical development. In swimming, children succeed in floating with aids for up to twenty seconds, and some swim half lengths. They show a good awareness of space and move sensibly and purposefully around the classroom. The children have good eye to hand co-ordination and are well balanced when playing on large equipment. They are developing skills and control when handling tools and implements, such as pencils and brushes. Through their work with materials of varying consistency, and through the construction of a variety of models, pupils become very confident in their use of manipulative skills, such as rolling, cutting and sticking.

Creative development

71. Most children attain beyond the desirable learning outcomes in creative development by the age of five. Creative development is encouraged through role-play, a range of making and modelling tasks, computer technology and musical activities. In their art work pupils are able to explore texture, shape and colour and experiment with combinations of materials and methods. They make and match objects using different materials of varying degrees of compatibility and often demonstrate high levels of creativity in their work. Pupils' imaginations are fired through the use of music, stories and poems, and their senses are heightened through activities involving touch, taste and smell.

ENGLISH

72. The inspection findings indicate that pupils' attainment across all elements of the English curriculum is above average at the end of both key stages.
73. Throughout the school, standards of literacy are above the national average and in some Key Stage 2 classes they are well above average. The pupils read fluently and accurately and discuss the content of their books with interest and understanding. Higher achievers read expressively with lively interest and have well developed research skills. Good quality writing is produced across the curriculum for a range of purposes and audiences. Challenging texts are used to support the pupils in the development of extended and independent writing. The pupils, including low achievers are encouraged to use words of increasing complexity in their writing as they progress through the school. Effectively structured work in the literacy hour supports this development very well. Writing and poetry are particular strengths and examples of high quality work can be seen in other curriculum areas, in both key stages.
74. Key Stage 1 pupils make good progress in their reading. They develop good sight vocabulary and quickly progress to using phonic, picture and context clues, so that by the end of the key stage, over half the pupils reach the higher Level 3 standard in their reading. Lower achieving pupils, and those with special educational needs, are very well supported by classroom assistants, who are very effective at using appropriate strategies to develop the pupils' reading. Progress through the reading scheme is very carefully monitored and the help and support of parents who regularly hear their children read contributes to the pupils' good progress.
75. By the end of Key Stage 2, all pupils have made good progress in their reading and most read with interest, confidence, fluency and accuracy. They are able to discuss their preferences for particular authors and have well developed reference skills. This is an improvement on the previous inspection where reference skills in Key Stage 2 were judged to be under-developed and the pupils' reading experience was described as insufficiently wide. The good reading skills at the end of Key Stage 2, help pupils in their end of key stage National Curriculum tests, by enabling them to read and interpret the questions, quickly and competently.
76. The early skills of writing are systematically taught in the lower part of Key Stage 1, and by the end of the key stage, most pupils sequence simple sentences, and use punctuation well in their written work. Year 2 pupils write for a range of purposes such as narrative stories, describing the geographical features of the Island of Struay, or instructional writing explaining how to make a puppet. They experience a range of poetry and compose alliterative phrases such as 'Jessica juggles like a jellyfish.'

Pupils of all levels of ability make satisfactory progress as they move through the key stage, but some of the worksheet tasks constrain pupils' creativity, and do not always enable the average and highest attaining pupils to demonstrate the full extent of their capabilities. Handwriting is taught, but pupils do not consistently use a neat, cursive script in their work across the curriculum.

77. In Key Stage 2, progress in writing is at least good and often very good, so that by the end of the key stage standards are high. The pupils understand a wide range of punctuation rules and have developed a confident and fluent style of handwriting. They confidently and competently draft, evaluate and edit their writing. They are encouraged to write in a range of styles for a variety of purposes across the curriculum. For example in Year 3, pupils have produced high quality narrative writing based on a proverb, and in Year 5, pupils have responded to 'Mr Nick O'Tine's' justification of smoking with a persuasive letter putting the opposite points of view. Pupils of all ages and abilities have a very good understanding of the features of different forms of poetry. For example, Year 6 pupils explain the difference between free and blank verse, and give examples of both. They have a good understanding of various poetic devices such as personification, simile and metaphor which they use very effectively in their own writing. The lack of high quality writing identified in the last report has been fully addressed and the breadth, range and purpose of the pupils' writing has vastly improved. This is due almost entirely to the impact of the frequently very good teaching in Key Stage 2, which enthuses pupils, and encourages them to want to do their very best.
78. The previous inspection identified a lack of more advanced speaking skills of argument and presentation. The school has thoroughly addressed this. Pupils of all ages and abilities are presented with many opportunities to develop their speaking skills. For example in a Year 2 class, when discussing the contents of a reference book entitled 'Looking at Teddy Bears, the pupils were encouraged to make predictions about what might happen if a Teddy was put into the washing machine, and encouraged to hypothesise why the result would depend on the age of that particular Teddy. In a Year 5 lesson analysing the authorial techniques of Madhur Jaffrey in 'Days of a Banyan Tree,' pupils used their speaking skills to good effect to explain and justify why the beliefs of the Grandmother were so different from those of the Aya , and why they had such different effects on the child in the story. The pupils are also given many opportunities to speak in front of a wider audience such as whole school assemblies, where they are encouraged to present some of their special work, lead prayers, or announce results of sports events.
79. The quality of teaching in English is good in Key Stage 1 and very good in Key Stage 2. The National Literacy Strategy is implemented very effectively in all classes. Teachers' expectations are high, especially in Key Stage 2, where pupils are constantly stretched to their full capacity. Questions are used very well in both key stages to probe pupils' understanding, to support the lower attainers in their thinking, and to extend the highest attainers. In the main, tasks are well matched to the different levels of attainment, although some of the worksheets and routine tasks in Key Stage 1 do not stimulate the average and highest attainers sufficiently. Very good relationships ensure that all pupils are well motivated, especially in Key Stage 2, where pupils' excitement about learning is almost tangible. In an excellent Year 5 lesson seen during the inspection, the teacher motivated the pupils by setting challenging personal targets for each pupil, and keeping a brisk pace, which maintained their attention. All teachers make regular and accurate assessments of the pupils' progress, although the quality of teachers' marking varies from class to

class. A strong feature of the teaching is the setting of individual targets for the pupils. However, although this is a school policy, it does not always happen in the Key Stage 1 classes. Learning assistants play an important role in lessons, enabling lower achievers to take a full and active part, and helping them to make good progress. Homework is used effectively in all classes to develop reading skills and to develop independent study and enquiry skills.

80. Although the subject co-ordinator has only recently taken over the management of the subject, she already has a very good understanding of the strengths in English and areas for development. The tracking of the pupils' performance through a comprehensive range of data is highly organised and extremely effective. Through these comprehensive records and assessments, the co-ordinator is able to monitor standards year on year. Funds are then targeted to specific identified needs. Very good use has been made of available funds to purchase resources for literacy, and they are well used by both teachers and pupils. The school has a small but well stocked library and there plans to extend the range of fiction books further. At present, although some use is made of computers to support pupils' learning in English, there are insufficient opportunities, especially for Key Stage 2 pupils. The school has identified this as an area for development, and firm plans are in place to improve this aspect of pupils' learning.

MATHEMATICS

81. The inspection findings indicate that standards in mathematics are above average at the end of both key stages, although the element of investigative mathematics is a weaker area in Key Stage 1.
82. By the end of Key Stage 1, pupils count confidently and competently in ones, twos, fives and tens, both forwards and backwards. Their mental agility is good, and enables them to complete written computations quickly. Of particular note is the way in which pupils spot pattern in number. For example, in a lesson seen during the inspection, Year 2 pupils quickly saw the pattern of $3+4 = 7$, $30+40 = 70$, and $300+400 = 700$. The introduction of the numeracy strategy is having a very positive impact on pupils' understanding of number, and many pupils are developing a real enthusiasm for their number work. The average and higher attaining pupils have a very good grasp of place value, and know for example, that twenty-five is the same as twenty plus five, which is the same as two tens and five units. This ability to break numbers up helps the pupils when they are working with larger numbers. Most pupils have a good understanding of fractions as equal parts of a whole, and identify and name halves and quarters of shapes.
83. By the end of Key Stage 2, most pupils demonstrate very good numeracy skills. They have a very secure grasp and understanding of place value, which helps them when they are using decimals, percentages and fractions. They complete mental and written calculations accurately and with good levels of confidence, using methods which they fully understand. Pupils enjoy their number work and approach all tasks with high levels of enthusiasm. Higher attainers in all Key Stage 2 classes are particularly methodical in their work, and solve problems by taking logical small steps. Pupils produce good amounts of written work, especially towards the end of the key stage, and are helped in this by their fast mental recall and agility which saves them the time of working out on paper some of the early steps of complex written calculations. Key Stage 2 pupils are encouraged to use mathematical vocabulary

appropriately and do so with confidence. This helps them to explain their work clearly to others, and assists them in the end of Key Stage 2 National Curriculum tests. Pupils use their numeracy skills well across the curriculum, and when carrying out other mathematical tasks, such as calculating the perimeter and area of two dimensional shapes.

84. Key Stage 1 pupils have a good knowledge and understanding of shape, space and measure. They identify and name a wide range of two and three dimensional shapes, using appropriate mathematical vocabulary such as edges, faces and sides to describe their properties. They measure length, weight and capacity well using both standard and non-standard units of measure, and by the end of the key stage, make very accurate estimates of length before carrying out the actual measuring tasks. Some of the practical measuring tasks give pupils a good knowledge of the different metric units in everyday use, but they tend to be very directed by the teacher, and do not give pupils enough opportunities to experiment with the various scales or to carry out measure related investigations.
85. By the end of Key Stage 2, pupils have a very secure understanding and knowledge of most aspects of shape, space and measure. They measure and draw right, acute, obtuse and reflex angles, and accurately calculate the area and perimeter of a variety of regular and irregular two dimensional shapes. They understand line symmetry, and recognise that some shapes have more than one line of symmetry. Although most pupils understand rotational symmetry, not all pupils perceive this clearly. Pupils' knowledge of metric measures is very good, and they are also fully conversant with the imperial measures, such as pints and gallons, which are still in daily use.
86. Pupils in both key stages make effective use of a variety of different graphs and charts to support their mathematical work, some of which are produced on the computer. Pupils understand how to interpret graphs, and how to use them to find information. Data handling is very well developed in Key Stage 2, and by the end of the key stage, pupils produce sophisticated line graphs, having sorted given data, and established the appropriate scale. Older Key Stage 2 pupils have considered the notion of probability, and understand terms such as the mode, median and average. They understand probability in terms of the likelihood of an event happening, and give examples of conditions that might happen, will definitely happen, or will definitely not happen.
87. The quality of mathematics teaching is good in Key Stage 1, and very good in Key Stage 2. Number work is taught well in both key stages, although in Key Stage 1, some of the routine practice activities are not always sufficiently challenging for the highest attainers, who race through them in considerably less time than anticipated. The daily mental mathematics sessions, which are a feature of the numeracy lessons, are very well organised in all classes, and provide a stimulating start to lessons. All teachers make very effective use of questions to extend pupils' learning, and are skilled in involving pupils in whole-class discussions. Very good use is made of learning assistants throughout the school, to work with small groups of pupils, often the lower attainers, helping them to maintain good levels of attention, and supporting them in their work. One of the very positive features of teaching is the way teachers share learning objectives with pupils at the start of lessons. Although this occurs in both key stages, it is most effective in Key Stage 2 where teachers make further use of the objectives at the end of the lesson, to establish, with pupils, the extent of their learning.

88. There are some good opportunities for pupils to use their numeracy skills in other elements of their mathematics work and across the curriculum, and this has been a focused area of development within the school. Teachers have worked hard to ensure the successful implementation of the National Numeracy Strategy, and have ironed out many of the initial snags. However, in Key Stage 1, the focus on structured number work has squeezed out some other aspects of the mathematics curriculum, and at present there are not enough opportunities for pupils to carry out open-ended and extended investigative tasks which they direct themselves. The subject is extremely well led by the enthusiastic co-ordinator who has an excellent grasp of strengths and weaknesses in the subject, and who is keen to raise standards even higher. The school is well resourced for mathematics, and teachers use resources extremely well to support pupils' learning, with a minor exception in the upper part of Key Stage 2, where pupils' exercise books are too small for the large amount of work they regularly produce. Larger books would enhance their presentation, and allow them to organise their work more effectively. Homework is set regularly in all classes, but is sometimes not very imaginative.
89. The school has made very good improvement since the last inspection in terms of raising standards, improving teaching and resources, and in developing the subject in line with national changes. Assessment procedures are now excellent, and allow the school to closely monitor and track pupils' progress and attainment. The practice of sharing learning objectives with the pupils is a positive step forward in helping the pupils to become more aware of their strengths and weaknesses in their learning.

SCIENCE

90. The inspection findings indicate that pupils' attainment at the end of both key stages is above average.
91. Key Stage 1 pupils make satisfactory progress as they move through the key stage, but could do even better if there were more opportunities for them to carry out independent investigations and to use and apply their knowledge and understanding. Throughout Key Stage 1 pupils' skills in planning and carrying out investigations are underdeveloped. Pupils are not sufficiently familiar with handling equipment. However they demonstrate natural curiosity through asking questions and are confident to offer suggestions about what might happen next. The majority have little understanding about how to modify an experiment by changing an element of a test, for example, by altering the temperature to see if it affects the rate at which ice melts. Most pupils have some understanding of the features of a fair test and know how to draw conclusions from interpreting test results or evaluating scientific evidence. Pupils discuss their observations with enthusiasm using appropriate scientific vocabulary. Pupils' ability to record their own work is underdeveloped due to an over reliance upon worksheets.
92. By the end of Key Stage 1, pupils have a good knowledge and understanding of life processes and living things. They label the main parts of the body and talk about the five senses of touch, taste, sight, hearing and smell. They learn about the need to eat healthy meals and take regular exercise to keep fit. Older pupils study the development and growth of plants and minibeasts and compare these with animals and humans. Most pupils know about aspects of growth, and know for example, that life starts from seeds. They explain some of the conditions necessary for growth such as warmth and light, and the highest attainers have an appreciation that the same

conditions for growth apply to all living things.

93. Pupils' knowledge and understanding of materials and their properties are good at the end of Key Stage 1. Pupils confidently and competently sort materials according to their most distinguishing characteristics, and describe the similarities and differences between materials used in the classroom such as plastic, wood, paper and metal. Most pupils understand why different materials are suitable only for certain purposes, and know, for example, that whilst glass is a good choice for windows, it would not be very effective as a roof. They have some understanding of the sources of materials, including those which are natural and others which are man-made, but although the highest attainers explain how heating and cooling bring about changes which can be permanent or reversible, this concept is not fully understood by all pupils.
94. Key Stage 1 pupils are confident in their work about physical processes, and by the end of the key stage demonstrate a good knowledge and understanding. Their understanding of electricity is good and they clearly explain its use in their daily lives. They build simple circuits using leads, bulbs and batteries, and the highest attainers understand the purpose of a switch. Pupils learn about the forces in their daily lives in terms of pushing, pulling, sliding and rolling. A significant number of pupils understand why the texture of a surface affects the distance an object will travel when pushed.
95. As they move through Key Stage 2, pupils make good progress in gaining knowledge, understanding and scientific skills. By the end of the key stage, they are confident in performing experiments and conducting investigative work, and demonstrate a clear understanding of the full range of scientific processes. Most pupils describe theoretical ideas well, and pupils' knowledge and use of scientific vocabulary are good. The recording of their work is of a high standard, and provides opportunities for them to develop literacy skills by writing extended accounts of their work. Pupils' numeracy skills are developed and used effectively when pupils measure and use scales, but at present there are not enough opportunities for them to use computers to support their learning in science.
96. Throughout Key Stage 2 the pupils study living things in progressively more detail. They examine plants and discover that each of its parts has a particular function. They describe how water travels from the roots to the stem, leaves and fruit, and know how seeds of plants can be dispersed by the wind, animals and birds. Pupils correctly label parts of the skeleton using everyday terminology and scientific names for the main bones of the human body. They have learned about muscle functions and growth rates. Most pupils have a good understanding of the significance of food chains and relate these to the ways in which living things adapt to their environment and habitat.
97. By the end of Key Stage 2, pupils have a good knowledge of materials and their properties. They describe materials in terms of solids, liquids and gases, and through carrying out investigations and experiments, they have gained a good understanding of how mixtures, including solutions, can be separated by a process of sieving or filtering. Pupils use scientific vocabulary well to explain saturation and solution. They understand that by a process of evaporation, dissolved solids can be recovered. Pupils know which materials provide the best insulation and which act as the most effective conductors of electricity.
98. Pupils' understanding of physical processes is very secure by the end of Key Stage 2.

They conduct a variety of investigations and perform experiments to test forces including gravity and magnetism, and consider objects which exert forces when stretched, such as springs. The highest attainers have an appreciation of the notion of balanced and unbalanced forces, and through their investigations, have drawn sensible and well informed conclusions about friction. Pupils study the Earth and beyond, including the sun and moon, and explain how day and night occur and why the length of shadows change during the course of a day. Pupils have a good knowledge of electricity and have constructed parallel circuits, although some of the lower attaining pupils are not absolutely clear about when they would be used. Pupils know how sounds are created and explain how sounds travel through solids. They know that it is possible to prevent sound travelling by using insulation.

99. In Key Stage 1 the quality of teaching is satisfactory. In Key Stage 2 it is consistently good with some very good and excellent lessons being observed during the period of the inspection. In the best lessons, where the teaching is of high quality, teachers have a secure knowledge and understanding of the subject, which helps them to present the lessons and activities in an exciting way which motivates the pupils. Explanations are effective in enabling pupils to develop an understanding of scientific ideas and concepts. Teachers' questions challenge and extend pupils' thinking, and teachers work hard to involve pupils in discussions. There are occasions when tasks do not stretch the pupils as fully as they might, sometimes because the teacher's knowledge of that aspect of the science curriculum is shaky. In Key Stage 2, there are some particularly good opportunities for pupils to extend their learning through well planned investigations and experiments. In Key Stage 1, although there are some opportunities for investigative work, there are times when the activities are over-directed and this constrains the pupils' creativity.
100. Since the time of the last inspection the quality and range of resources have improved. In Key Stage 2 the implementation of the national curriculum guidelines for teaching science has been instrumental in raising standards and ensuring that pupils receive good opportunities to develop their skills in investigative work. The school is well placed to extend this good practice throughout the school.

ART

101. Key Stage 1 pupils make satisfactory progress in art, and progress in Key Stage 2 is good. Pupils of all ages enjoy a variety of art experiences as they move through the school, and use a range of media and techniques.
102. Key Stage 1 pupils produce colourful pictures and paintings which demonstrate their understanding of colour mixing, and their skills of observation. Some Year 1 work on display shows how pupils have mixed shades of green, using the work of Millais as a starting point, and then produced symmetrical patterns, linked to their work in mathematics. Year 2 pupils have recently been studying two of the works of the famous artist Van Gogh, and have produced very attractive paintings of sunflowers, and pictures of a night-time sky. They have tried hard to recreate the textured effect they observed from studying the stimulus prints, and their work shows good attention to detail. Pupils understand the idea of self-portraits, and in a lesson seen during the inspection, paid a great deal of attention to positioning the features in the right place, and concentrated hard on making accurate representations. Pupils' drawing skills are satisfactory and they observe carefully when making drawings, trying to create a sense of perspective in their work.

103. Key Stage 2 pupils continue to develop their knowledge of the work and style of famous artists, and their work extends to looking at art from other countries and traditions, which effectively extends their cultural development. For example, in Year 3, pupils have recently used Indian postcards as a stimulus for their three dimensional art work. This work is particularly impressive as the scene has sometimes been depicted within a box frame which has been painstakingly decorated with small tissue paper flowers. The pupils' translation of a two dimensional stimulus to a three dimensional piece of work shows an above average sense of perspective and imagination, and shows how readily these pupils respond to high levels of challenge and the high expectations of their teachers. Pupils' drawing skills are good, and when making observational sketches of fruit for example, they look at different perspectives, and use different types of marks to create the texture and shade. Pupils use chalk and oil pastels to good effect and older pupils have produced some very attractive pictures based on the Southwold pictures in the style of Stanley Spencer. Pupils' experience of working with clay and fabric is limited, although there is currently an attractive display of Greek pots in the foyer, and Year 6 pupils have recently produced some very imaginative fabric weavings based on the colour and movement of a river. Not enough emphasis is placed on developing pupils' printing skills in Key Stage 2, or on developing their understanding of pattern and colour through the use of computers.
104. The teaching of art is satisfactory in Key Stage 1, and good in Key Stage 2, but could be even better in both key stages. Specific skills are well taught to all age groups, such as drawing, mark-making and colour-mixing, but the skill development through the school is sometimes overtaken by the desire of teachers to link art activities to ongoing class topics. Individual lessons and activities are very well planned and prepared, and some very good lessons were seen during the inspection where the teaching of skills was very clear and really advanced pupils' learning. Teachers value pupils' art work highly, and display it attractively in classrooms and shared areas. Displays are often accompanied by labels which involve the observer in sharing the pictures, and focusing on the specific techniques and media that have been used. For example, the labels on the Southwold display invite the observer to 'look at the pictures carefully and try to answer these questions'. The use of sketchbooks is an area that the school could develop further. At present sketch books are not used as well as they could be for the preparation of materials, practising techniques and skills such as mark-making and colour-mixing, or recording preliminary ideas. Likewise, teachers make very little use of homework in art to extend pupils' skills, or for the preparation of future activities.
105. The subject makes a very good contribution to the development of aspects of pupils' personal, social and cultural development, by raising their awareness of other cultures and traditions, and by providing many very good opportunities for pupils to work collaboratively and co-operatively. The standards described at the time of the last inspection have been successfully maintained.

DESIGN AND TECHNOLOGY

106. Pupils of all ages and abilities make good progress in design and technology, and as they move through the school, acquire a good range of skills and techniques. Pupils' progress is enhanced by a structured scheme of work which supports teachers' planning, and ensures that pupils' previous learning is acknowledged and

successfully built upon. There has been good improvement since the last inspection, and the weaknesses identified at that time have been fully addressed and rectified.

107. Key Stage 1 pupils gain experience of making and designing and have carried out a variety of appropriate tasks using reclaimed materials, paper, card and modelling materials such as plasticine and salt dough. Pupils have designed and made moving pictures using a slider mechanism. As part of a cross-curricular project on homes, pupils use skills of scoring, folding and cutting to make paper furniture for part of a house. Year 2 pupils use good design techniques to plan and make vehicles that will move on wheels attached to axles, and Year 1 pupils show a good understanding of the need for design and evaluation in their work on puppets.
108. As they move through Key Stage 2, pupils are presented with many good quality opportunities which enable them to improve their design skills. They have monitored their diet as part of a food technology project and designed a picnic, following a range of taste tests. Pupils have worked on structures, inspired by a Theatre company's presentation of the 'Emperor's New Bed', and have gained an appreciation of the need for structures to have firm foundations, and to be secure. Pupils have had the opportunity to design and make musical instruments, which gave them insight into the notion of designing for a purpose. Year 6 pupils have recently completed a very interesting and exciting project where they were required to plan and design high quality fairground structures that utilised cogs and other cam mechanisms, or that were powered by batteries. The resulting models are of a very high standard, and show that the pupils have considered the quality of the finished product.
109. Teaching is good in both key stages. Most tasks are well balanced in terms of making and designing elements, although more opportunities for pupils to evaluate their work against the initial design would improve standards even more. Pupils' work is highly valued, and attractively displayed around the school. At present pupils do not have design and technology books in which to record their work, and this would provide a useful record for them. Good links are made with the wider community, for example when Year 6 pupils won the "Science and Technology 2000" competition with their funicular railway. The subject is managed by a knowledgeable and enthusiastic co-ordinator. She is rightly proud of the work carried out by the pupils and in the short time she has held this responsibility has a very good overview of the standards achieved throughout the school.

GEOGRAPHY

110. Key Stage 1 pupils make satisfactory progress in geography and acquire a suitably broad range of skills and knowledge. In Key Stage 2, where the teaching is of a consistently very high standard, pupils make good progress. Standards have improved since the last inspection.
111. Key Stage 1 pupils have an understanding that some geographical features such as hedges and mountains are natural, whilst others, such as those they refer to when describing their route to school, are man-made, including post-boxes, houses and roads. They compare their own locality with those further afield, and know that different features are typical of certain locations. For example, they associate the sea-shore with the seaside, and mountains with the countryside. They talk about their personal experiences, and describe the observations they have made whilst on holiday. Older pupils write accounts about how they got to their holiday destinations,

the weather and the types of activities they were able to pursue. By the end of Key Stage 1 pupils draw simple plans of their classroom or rooms in their house, and have a growing understanding of a 'bird's eye view'. There is too much reliance on worksheets as a means of recording in Key Stage 1, and this prevents pupils from fully developing their ideas, and constrains their individuality.

112. In Key Stage 2 pupils continue to develop their mapping skills through their study of the British Isles and capital cities. They investigate land use and environmental pollution within Hatfield Heath and compare these with London. This work is very effective in promoting their moral development. Older pupils further developed their awareness of environmental issues when they visited Bishop's Stortford to compile a traffic census, which was followed up by writing a letter to the local council about the dangers on the High Street for pedestrians. Pupils in Year 6 consolidate their learning through work they undertake on a residential field trip to the Kingswood Centre. They study rivers and coastlines examining coastal erosion and defence, and the impact of tourism on areas of natural beauty. The visit is the culmination of their study of geology, the water cycle and use of topographical and political maps, and significantly enhances their learning. Additionally the visit supports pupils' social and personal development, and is a welcome change to their daily routine. Pupils in Key Stage 2 talk enthusiastically about geography, and show a great willingness to answer questions and demonstrate their level of learning. They are particularly eager to express their enjoyment in participating in practical tasks and field trips. They take pride in having their work praised and displayed within the classroom or general areas of the school.
113. Teaching is satisfactory in Key Stage 1 and good in Key Stage 2, with some very good features. Teachers have a secure knowledge and understanding of the subject, lesson activities are suitably planned and there are high expectations about the standard of work required of pupils. However, Key Stage 1 pupils have too few opportunities to produce extended pieces of writing, or their own accounts of their work. Teachers' planning indicates they organise their lessons effectively and ensure they reinforce literacy and numeracy skills well through developing vocabulary and using opportunities to compile data. The quality and use of ongoing assessment of pupils' work is developing well but marking is inconsistent. The best examples give pupils a clear idea of how they might improve their work further. Although some use is made of computers to support pupils' learning, computer software to support learning in geography is currently limited.

HISTORY

114. Key Stage 1 pupils make satisfactory progress in history and acquire a suitably broad range of skills and knowledge. In Key Stage 2, where the teaching is of a consistently very high standard, pupils make good progress. Standards have improved since the last inspection.
115. Key Stage 1 pupils have developed an understanding of chronology through studying the lives of well known people including Florence Nightingale, Samuel Pepys and Charles II. They access primary and secondary sources of evidence to find out about their work. They know that children of different eras all enjoy playing with toys, but that over time some types of toys have changed a lot, whilst others, such as teddy bears, have not. By looking at books and photographs they compare seaside holidays in the past with those enjoyed today. Pupils in Year 2 recall facts about the Great Fire

of London and describe the scenes they have painted to show what happened. They write accounts of the event in the form a personal diary, and try imagining they were really there.

116. In Key Stage 2, pupils study other civilisations including the Romans, Aztecs, Anglo-Saxons, Ancient Greeks and Ancient Egyptians. They develop their knowledge and understanding of British history through their study of the Tudors and Victorians. Pupils in Year 6 learn about life in Britain during World War II and the impact it had upon children as well as adults. Older pupils continue to develop their knowledge and understanding of how lifestyles have changed and Year 5 pupils clearly express a preference to be at school now and not in Victorian times. The work covered is extensive and gives pupils a good appreciation of the long ago and more recent past. Pupils are encouraged to make effective use of a range of historical evidence, and understand the difference between primary and secondary evidence.
117. Teaching in Key Stage 1 is satisfactory, and in Key Stage 2, where teachers have a very good knowledge and understanding of the subject, teaching is good overall. Lessons are well planned and prepared, and good use is made of resources to bring learning alive for the pupils. On occasions, some of the tasks are insufficiently challenging, such as when pupils spend too much time drawing. The quality of teachers' marking of pupils' work is variable. Where it is very good teachers take time to write helpful comments in pupils' books which enable them to see clearly how to improve and further develop their work. Teachers across the school make very good use of visits and the input of visitors to bring the subject alive for the pupils. For example, Year 2 pupils visit the local museum as part of their work about the Victorians. Pupils in Year 5 thoroughly enjoyed a visit by the Tollhouse Theatre Company, and similarly Year 6 pupils benefited from visiting the Silk Museum and the British Museum.

INFORMATION TECHNOLOGY

118. Attainment at the end of Key Stage 1 is broadly in line with national expectations. Attainment at the end of Key Stage 2 is below national expectations although recent progress has been good. Although pupils experience the breadth of the required curriculum by the end of Key Stage 2, they have not used computers on a sufficiently frequent or regular basis over the last few years, and there are gaps in their knowledge and skills, which are now being identified and addressed. The school has already identified the subject as an area for development and is implementing an action plan to improve standards. Part of the plan includes the setting up of a computer suite which should be ready by the start of the Autumn Term.
119. Progress in Key stage 1 is satisfactory but it is not consistent across all aspects of the subject. The youngest pupils make good use of a pen and pad device to produce delicate flower pictures. Older Key Stage 1 pupils use the mouse to select, position and turn icons to create pictures such as town plans, and input commands for a screen turtle using the keyboard. Although pupils are familiar with the keyboard, they do not have enough opportunities to practise word-processing skills. By the end of Key Stage 1 pupils plan the commands for a floor turtle in advance, and anticipate the programme needed to draw a square. Insufficient use is made of computers to support pupils' learning across the curriculum, and there are occasions when the programmes used in mathematics, for example, are at the right level in terms of computer skills, but are at too low a level in terms of the mathematical content.

120. Progress through Key Stage 2 has been inconsistent, and the pupils' attainment is below the expectation at the end of the key stage. When presented with the opportunity to use information technology, pupils make good progress and learn quickly and well, but older pupils are having to compensate for gaps arising from weaknesses in the provision in previous years, and are not working at the appropriate level for their age in most areas of the information technology curriculum. For example, during the inspection, the oldest pupils in Key Stage 2 were working on control tasks similar to pupils at the end of Key Stage 1, but were able to move rapidly on to more challenging work, and drew effectively on their mathematical knowledge to interpret a control program. Pupils communicate effectively using word-processing skills, and insert pictures and text. Good progress has been made this term in data-handling. Younger Key Stage 2 pupils enter data and produce graphs, for example, of their birthdays. Year 5 pupils have collected, entered and searched data about changes to pulse rate in exercise. The oldest pupils identify errors in data input and search purposefully through a database. Pupils throughout Key Stage 2 search information from CD-ROMs, but because of a shortage of computers, have only limited opportunity to do so. Pupils' attitudes to the subject are very good. They work hard and are conscientious in their approach. They show independence and collaborate well. When guidance from the teacher is occasionally lacking, pupils share their expertise and work their ways through problems together.
121. When information technology is taught, the quality of teaching is satisfactory. The need for further staff training to improve confidence and to increase classroom use has been recognised by the school and a program of in-service has started. The use of information technology in other subject areas will be a particular focus. Most teachers have timetabled some whole-class teaching of information technology skills, but because of the current problems associated with accommodation and resources, some sessions are more successful than others. Teachers approach the cross-curricular use of information technology in a variety of ways, but in the main there are insufficient opportunities for pupils to use computers to support their learning. There is some variation in the way in which pupils' use of information technology is recorded and monitored.
122. The co-ordinator has a good overview of the subject throughout the school and monitors all planning. The school is in the process of implementing the nationally recommended scheme of work, but recognises that pupils are not always ready to undertake the levels of work described for their age. There is no systematic assessment or evaluation for the subject for individual pupils but an outside consultant delivered a formal audit of the school's performance recently. Resources are in line with national averages. The school is about to begin major improvement in information and communication technology. The current development plan for the subject will see a computer suite in operation from September, improvements in resources through the National Grid for Learning Initiative and focused teacher training funded from the New Opportunities Fund. The school is very well placed for further development in the subject, which will have a positive impact on pupils' attainment and progress.

MUSIC

123. Pupils in Key Stage 1 make satisfactory progress in music and achieve the expected standards for their age. In Key Stage 2, progress is good, and is the result of good

teaching which successfully builds upon their previous learning. There are many excellent opportunities for pupils to learn how to play instruments, and to take part in extra-curricular activities, including concerts to mark special occasions, the school band and recorder clubs.

124. Singing is a strength throughout the school. Pupils of all ages and abilities enjoy singing, and do so with high levels of enthusiasm. In assemblies, the quality of pupils' singing is often inspirational, and shows how pupils think about what they are singing, and try to reflect and interpret the words through modifying the tone and volume of their voices. Pupils perform songs well, and produce a very pleasant sound.
125. Key Stage 1 pupils have a good sense of rhythm and pitch, and in a lesson seen during the inspection, successfully used a familiar song as the basis for a composition using a variety of tuned and untuned percussion instruments. Pupils have good experience of appraising, performing and composing, and listen carefully to the work of their classmates and to recorded music. Pupils confidently describe elements of the music they hear, in terms of high/low, fast/slow, loud/quiet. Although pupils make satisfactory progress as they move through the key stage, their progress is hampered when the teaching is too prescriptive and does not allow them to develop their creativity.
126. In Key Stage 2, pupils refine their listening skills, and critically appraise a wide range of music of different styles and from different cultures. This experience is valuable in promoting their cultural awareness. Pupils show a good response when listening to music, as in a lesson seen during the inspection, where they naturally swayed to the rhythm of one piece of dance music. Pupils use their speaking skills well to express their ideas about the mood the music conveys, and are confident in their suggestions. In composing, pupils show good levels of creativity, and an appreciation of how to blend sounds together. In a lesson seen during the inspection, Year 6 pupils composed group pieces using the design of a river as a stimulus. They are confident about the notion of graphical and pictorial notation which they use well to record their ideas. Although the standard of work produced is good, most pupils do not spend enough time in planning their work, and their compositions are mostly the result of a 'trial and error' approach. Pupils do not give enough attention to deciding the type of sound that is required prior to selecting an instrument.
127. Pupils' performance skills are good throughout the school, and pupils enjoy sharing their music with others. The school band, which is excellent, regularly performs to parents, and to the rest of the school, and typifies the school's positive attitude to music-making. Pupils of all age groups are invited to join the band, and are equally valued, irrespective of their level of expertise. They enjoy playing together, and shortcomings in their playing are more than compensated for by their tremendous enthusiasm and the pleasure they give to their audiences. The range of instrumental tuition is excellent and pupils can learn to play the accordion, keyboard, wind and string instruments. This additional provision is provided by five part-time specialists whose positive and persuasive attitude are crucial in making music appealing to pupils.
128. Class teaching is satisfactory in Key Stage 1 and good in Key Stage 2. All lessons are well planned, but in Key Stage 1, there is a tendency for some of the activities to be over-directed by the teacher. Pupils are encouraged in their work, and given the necessary confidence to succeed. Lessons are enjoyable, and pupils respond well. Teachers use appropriate musical language thereby extending pupils' understanding

of what is meant by technical terms such as pitch, improvisation and score, but in Key Stage 1 too much emphasis is placed on formal methods of notation, which are not a requirement of the National Curriculum programmes of study. In some of the music lessons observed during the inspection, particularly good use was made of learning assistants to supervise the work of small groups of pupils. This was an effective use of their time, and enabled the teachers to circulate more freely, offering help and advice. At present, pupils do not have any exercise books in which to make a record of the musical activities in which they have taken part, or to write about their listening experiences. This lack of reference makes it difficult for pupils to recall their learning at a later date.

129. The school has addressed the weaknesses in music in Key Stage 2 identified in the previous report.

PHYSICAL EDUCATION

130. During the course of the year, all physical education activities are taught to all classes, and pupils have the benefit during the Summer Term of using the school's own swimming pool. Pupils of all ages and abilities make good progress in physical education, and have a good awareness, through the personal, social and health education programme, of the value of exercise in helping to maintain a healthy lifestyle. Physical education is a strength of the school's provision.
131. Key Stage 1 pupils are well co-ordinated and move with purpose and accuracy in the available space. They have good hand to eye co-ordination, which was evident in the lesson seen during the inspection, when pupils were throwing balls and bean-bags. Pupils throw and catch over an appropriate distance and show a good awareness of the rules of team games and an appreciation of the need to work co-operatively.
132. In Key Stage 2, ball skills are well developed. Pupils' skills of throwing, passing, receiving and fielding are good. The pupils enjoy their games lessons and it was evident from observing a good Year 6 games lesson, that high standards of self-motivation and sportsmanship are a feature of physical education lessons. Pupils' gymnastic skills are also well developed. The pupils understand the importance of warming up and have a good bank of warm-up exercises. Most pupils skilfully perform basic gymnastic skills such as headstands, handstands and various types of rolls. They are able to develop imaginative linking sequences both on the floor and when using apparatus. By the end of the key stage the pupils have experienced a variety of team and individual games such as football, netball and athletics. Records indicate that by the time they leave school most of the pupils are able to swim the recommended 25 metres, and sometimes well beyond.
133. Overall the teaching is good, although there are times in Key Stage 1 when the activities are too tightly directed by the teacher, and this prevents the more able pupils from fully extending their skills. Teachers plan their lessons very thoroughly. They have clear learning objectives and high expectations. Teachers manage lessons well and a very high standard of behaviour is maintained. Good use is made of the pupils' performance to demonstrate and develop teaching and learning points, but there are not always enough opportunities for pupils to evaluate their own performance and that of others. There is a comprehensive programme of extra-curricular activities and school teams are active and successful in inter-school competitions.

RELIGIOUS EDUCATION

134. The standard of attainment at the end of both key stages is in line with the expectations of the Locally Agreed Syllabus for religious education. The subject has been reviewed recently and the school is already implementing plans for development.
135. Pupils in Key Stage 1 make satisfactory progress in learning about religion. The younger pupils are familiar with some important Biblical figures such as Noah and Joseph, and know the Easter Story. By the end of the key stage pupils explain the difference between the Old and New Testament and retell the main events in the life of Jesus. Older pupils recognise religious practices and know that some, such as the celebration of the Sabbath, are characteristic of more than one religion. They know that there are special places where people come together for worship. Pupils' explanations for the reverent treatment of the Torah show that they are able to suggest meanings in religious practices. Progress in learning from religion is less secure because there are only limited opportunities for pupils to become involved. However, when they are given the opportunity, pupils identify aspects of their own experience in the religious material that is presented. The youngest pupils respond thoughtfully to their experiences of the natural world through the senses, and recognise that each person is special. By the end of the key stage pupils know that some things are considered right and others wrong.
136. Pupils in Key Stage 2 make consistent progress in both learning about and learning from religion because they are given a good range of planned opportunities to which they can respond. They know that people believe different things and take different religious paths through life. Younger Key Stage 2 pupils show a good knowledge of Christianity and explain some religious symbols. Pupils in Year 4 understand that the Ten Commandments provide guidance for living and their understanding of moral issues is clear in the 'Good Rules for Living' that they have drawn up. Older pupils use their knowledge of world faiths to consider some of the puzzling aspects of life for example in comparing the Christian and Hindu views of life after death. By the end of the key stage pupils have a solid knowledge of Christianity, Judaism and Hinduism which enables them to compare practice and belief. They are able to use their own experience and knowledge to consider issues such as persecution and prejudice.
137. Since the previous inspection the scheme of work for the subject has been reviewed and follows the recommendations of the local authority in matching the requirements of the agreed syllabus. The scheme of work for Key Stage 1 combines the school's own scheme with a commercial scheme and is well established. At Key Stage 2, the scheme is a combination of the school's plans, the nationally recommended scheme and guidance from the LEA. Together this combination provides appropriate guidance for teachers. The school expects to implement local education authority guidance in full when it is complete.
138. The quality of teaching and learning is satisfactory in both key stages. Teachers' expectations are appropriate although occasionally the level of work is unchallenging. Good planning and good choice of resources enable pupils to improve their factual knowledge of religions. For example, the use of a well-chosen video clip with a commentary by a primary aged child helped Year 2 pupils to become more confident in their understanding of Judaism. The overuse of worksheets however restricts

pupils' opportunities to communicate their own thoughts and feelings in Key Stage 1. Teachers use questions well to encourage pupils to extend and refine their answers. In Key Stage 2, teachers provide a range of approaches which require active responses from pupils, for instance in interpreting Psalm 23, or in devising symbols for human aims like peace and hope. Recent in-service training has improved teachers' confidence and strengthened long-term planning.

139. The co-ordinator has a good overview of the subject from teachers' planning and monitors progress through work samples. Visits and community links enhance the curriculum. Pupils are given regular opportunities to worship in church and meet visitors from the local Christian community. Church facilities are also used to enhance the curriculum as when the youngest pupils went to church to act out a baptism. There are occasional visits to places of worship of other world faiths such as the synagogue but little first hand contact with other faiths overall. Religious education is seen as more than what is defined in the syllabus and the cross-curricular aspects of the subject have been identified as the intended areas of development for next year. Resources cover major world faiths satisfactorily and are adequate in quantity. They are used well to support pupils' learning.