

INSPECTION REPORT

WALDRINGFIELD PRIMARY SCHOOL

Waldringfield, Woodbridge

LEA area: Suffolk

Unique reference number: 124615

Headteacher: Miss Stella Burton

Reporting inspector: Mr Paul Baxter
25217

Dates of inspection: 26-28 March 2001

Inspection number: 192321

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Cliff Road
Waldringfield
Nr Woodbridge
Suffolk

Postcode: IP12 4QL

Telephone number: 01473 736276

Appropriate authority: The governing body

Name of chair of governors: Mrs Pat Nunn

Date of previous inspection: January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Paul Baxter 25217	Registered inspector	Under-fives Equal opportunities English Music Religious education	The school's results and achievements How well is the school led and managed?
Ms Clare Lorenz 9282	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr Michael Onyon 18146	Team inspector	Special educational needs Mathematics Geography History Physical education	How well are pupils' taught? How well are the curricular and other opportunities offered to pupils?
Mr Ian Tatchell 27243	Team inspector	Science Information and Communication Technology Art and design Design and technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This community primary school for pupils aged between four and eleven years is below average in size and it serves the small rural community of Waldringfield about eight miles from Ipswich in the county of Suffolk. It has 92 full-time pupils of whom 51 are boys and 41 are girls and three part-time children, two boys and one girl also attend the school. Most pupils come from the local area, which is above average in socio-economic terms, as it contains mainly private housing. However, several pupils come from rural areas further afield. At present there are ten pupils with special educational needs in the school, a below average number. The proportion of pupils with statements of special educational needs is above that found nationally. No pupils come from homes where English is an additional language or from ethnic minority backgrounds. Approximately 11 per cent of the pupils are eligible for free school meals, and this is well below the national average. Taken together the children's attainment on entry is above that found nationally.

HOW GOOD THE SCHOOL IS

Waldringfield is a good school with significant strengths, not least the well-focused leadership of the headteacher and the consistently strong teaching. By carefully assessing and evaluating the pupils' learning staff have been increasingly successful in recent years in promoting good achievement by the pupils. Standards in English are particularly high and the school provides good value for money.

What the school does well

- Standards for pupils aged 11 are very high in English and are well above the national expectation in science.
- The pupils enjoy very good relationships with each other and with staff and react positively to the high standards of welfare provide by all the adults who work in the school.
- The pupils derive much benefit from the school's very good links with the parents.
- The teaching is very good or better in over four out of ten lessons and it is good overall.
- Most pupils make good progress in all classes and achieve well in relation to their prior attainment by the time they leave the school.
- The headteacher provides very good leadership and together with staff and governors ensures a strong educational direction to the school.

What could be improved

- Pupils have insufficient opportunities to use information and communication technology (ICT) to develop their skills to the full and to enrich their learning in other subjects.
- The accommodation is unsatisfactory overall and restricts the effectiveness of practical approaches to pupils' learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was judged to be satisfactory at the time of the last inspection in 1997. Since then the school has made good improvement and has rectified most of the Key Issues for development identified by that inspection. It has been particularly successful in improving the planned curriculum, in raising the quality of teaching from satisfactory to good, and in strengthening the co-ordination of subjects and in plotting the future direction of the school. Consequently standards have risen significantly, especially in English, mathematics, science and religious education. Pupils now make good progress as they move through the school compared with the satisfactory progress found at the time of the last inspection. Improvement has been less significant in ICT and in rectifying weaknesses in the accommodation and provision in these areas remains unsatisfactory. Nevertheless, improvement has been good overall since the last inspection and there is a clear vision and a shared commitment for the future. The school is well placed to meet its targets and to continue this improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A*	A*	A	C
mathematics	A	A*	B	C
science	A	B	B	C

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Care must be taken when evaluating the pupils' performance in national tests and teacher's assessments due to the small number in each cohort at this school, since substantial variation can occur from year to year. At the age of 11, the comparisons with standards in all schools nationally in 2000 are well above average overall. The comparisons with the results in similar schools are average particularly in terms of the proportions of pupils reaching the higher standards. Standards over the period from 1997 to 2000, when taken together, were in the highest five per cent nationally in English, well above average in mathematics and above average in science. Overall the standards attained by pupils aged 11 in recent years indicates that most pupils made good progress. Last year's results continued a trend of slightly rising standards matching the trend found nationally from 1996 to 2000. Inspection shows that standards for pupils aged 11 are very high in English, well above the national expectation in science and are above the national expectation in mathematics, art and design, design and technology, geography and history. Standards are above the expectations of the locally Agreed Syllabus in religious education and meet the national expectations in all other subjects.

The well above average overall level of pupils' attainment is significantly higher than the average overall standard identified at the time of the last inspection. Taken together, most pupils make good progress in Key Stage 1 and are on course to attain standards which exceed the national expectations by the age of 7. Younger children in the reception class also make good progress over time and exceed expected standards in their 'Foundation Year' in most areas of learning but particularly in communication, language and literacy and in mathematics. Pupils who have special educational needs make good progress in relation to their particular needs. Across the school, most pupils are learning well in lessons in response to the strong teaching and are on course to reach the school's targets. Overall most pupils, including higher attainers, achieve well in relation to their prior attainment by the time they leave the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and show very good attitudes to their learning.
Behaviour, in and out of classrooms	Very good.
Personal development and relationships	Relationships between pupils and between staff and pupils are very good. Pupils accept responsibility gladly and are warm and respectful to staff. Personal development is good.
Attendance	Good.

The pupils' attitudes and values are supported by a strong ethos which promotes high expectations of learning and of mutual care and respect.

TEACHING AND LEARNING

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

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

The quality of teaching is a strength of the school. It is good overall and was satisfactory or better in all the lessons observed. The teaching was excellent in three per cent, very good in 38 per cent and it was good in 55 per cent. The teaching was good or better in the vast majority of the lessons observed. Due to the school's cycle of planning it was not possible to judge the quality of teaching in design and technology and history overall and in music in Key Stage 1. The teaching is very good in English and it is satisfactory in ICT. The quality of teaching is good in all other subjects where judgements are made, including mathematics and science. Literacy skills are taught very well and the teaching of numeracy skills is good. The teaching of children under five and of pupils with special educational needs is also good. The teachers meet the needs of all pupils well and the quality of the pupils' learning matches the quality of teaching in nearly all lessons. The teachers' strong knowledge of subjects, their good planning and warm but rigorous questioning underpins their successful teaching. Standards are rising across the school in response to the high proportion of very good teaching and learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory overall. Strong strategies for teaching literacy and numeracy and very supportive involvement with the community and local schools.
Provision for pupils with special educational needs	Very good support, well matched to pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, particularly successful nurturing of the pupils' moral and social development, with good provision for the spiritual and cultural development.
How well the school cares for its pupils	Very good overall; strengths in the procedures for child protection, for monitoring and promoting good behaviour and for monitoring and eliminating bullying.

The school plays an active role in sustaining a very successful partnership with parents and this makes a strong contribution to the pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall; strong leadership by the headteacher, well supported by the teachers and staff.
How well the governors fulfil their responsibilities	The governing body meets its statutory obligations well. By supporting the headteacher and staff they now provide good educational direction.
The school's evaluation of its performance	Good overall. The headteacher evaluates the pupils' National Tests well and provides the governors with accurate information. This ensures that priorities for development are very effectively targeted and standards are improved.
The strategic use of resources	Staffing, accommodation and learning resources are generally used well to help the pupils to succeed. However, ICT equipment and the library are not fully used to promote the pupils' skills.

The provision of staffing and learning resources is satisfactory overall. The accommodation is unsatisfactory overall. The hall is too small for energetic physical activity and the two 'temporary' classrooms lack sufficient space for practical approaches to teaching and learning. The headteacher and school secretary ensure very good financial control and support governors in considering and providing best value in support of the pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and behave well. • The teaching is good and helps children to make good progress. • The school expects children to work hard and achieve his or her best. • The parents consider the leadership and management to be good and would feel comfortable approaching school with questions or a problem. • The school is helping their children to become mature and responsible. • The school works closely with parents. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The amount of homework set for children. • The quality of the accommodation. • The information provided by the school about whether their children are doing as well as they should for their age.

The inspectors endorse the parents' positive views. Homework is set in accordance with the school's guidelines and the government's recommendations and is appropriate. The school provides a good range of activities for a school of this size. The teachers provide a wealth of information about the children's work in their annual reports but information about how the children are doing could be stated more clearly and precisely.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Care must be taken when evaluating the pupils' performance in national tests and teacher's assessments due to the small number in each cohort at this school, since substantial variation can occur from year to year. Even so, last year's National Curriculum tests and teachers' assessments for 7-year-olds showed that the pupils' attainments were above average in mathematics and average in reading and writing. In science, whilst a very high proportion of pupils attained the average level 2 standard, the proportion of pupils attaining the higher level 3 standard was below that found nationally. In all three subjects, the proportion of pupils achieving the higher Level 3 standard was below the national average. When compared to the results found in similar schools, the pupils' performance was average in mathematics and well below average in reading and writing. Last year's results were influenced by the fact that several pupils in the Year 2 cohort tested were still only six years of age when tested.
2. Teacher's assessments at age 7 generally matched the test results last year and there were no significant differences between boys and girls. The performance of the pupils in the National Curriculum tests and teachers' assessments when taken together over the past three years was above average in reading, writing and mathematics, despite fluctuations from year to year. This indicates consistently effective teaching and learning.
3. The National Curriculum tests and teachers' assessments completed by pupils aged 11 last year clearly showed well above average standards in English, above average standards in mathematics and, following correction, above average standards in science. These levels of attainment in English and mathematics are significantly higher than the average standards identified overall during the last inspection. Standards in science match those found at that time. Last year's results continued a trend of slightly rising standards which matches the trend found nationally from 1996 to 2000. During the period 1998 to 2000, the results of National Curriculum tests, when taken together, were very high – in the top five per cent of schools nationally - in English, and were well above average in mathematics and above average in science. The performance of pupils in last year's National Curriculum tests matched those found in similar schools in English, mathematics and science, particularly in terms of the proportion of pupils reaching the higher standards. Overall the standard attained by pupils aged 11 in recent years indicates that most pupils made good progress in Key Stage 2, especially in English and mathematics.
4. The inspection evidence, which includes an examination of the children's attainments on entry to full-time schooling in the reception class, shows that their attainments on commencement of full-time education are generally above those found nationally for children of this age. Variations occur from year to year, however, but most children show positive attitudes and possess well-developed language and mathematical skills when they start school.
5. By the time they are five, work seen shows that most pupils attain standards which are above those expressed as early learning goals for the Foundation Stage in most areas of learning. The pupils generally develop physical skills which match those expected for the end of the Foundation Stage. Overall most children achieve well in relation to their prior attainment, especially in language and literacy during the Foundation Stage.
6. The scrutiny of work, discussions with staff and pupils and observations of lessons in Key Stage 1 show that by the age of 7 years, standards are above the national expectations in most subjects. This is especially the case in English, mathematics and science, where in response to improved planning, standards are higher than those attained in last year's National Curriculum tests and teachers' assessments and an increased proportion of pupils are on course to reach the higher level 3 standard. The standards in ICT, music and physical education match those expected of pupils of this age. In all other subjects, standards seen are above average. In response to the

consistently good quality of the teaching most pupils, including those with special educational needs and higher attainers, make good progress in lessons and achieve well over time in relation to their previous attainment. Overall the standards reached by pupils aged seven are higher than those found at the time of the last inspection.

7. The pupils' attainments at the age of 11 years are well above the national expectations overall. Standards in all aspects of English are very high in relation to those found nationally and reflect the continuing very good teaching, which is now securely based on the National Literacy Strategy. Standards in science are well above the national expectation and include a much higher proportion of pupils on course to reach the higher level 5 standard by the time they leave the school. The pupils reach standards which match those expected nationally in ICT, music and physical education by the age of 11 and standards exceed expectations in all other subjects. The provision in ICT has improved since the last inspection but it is unsatisfactory overall and pupils develop expected skills mainly because they use computers regularly at home. In response to the challenging and well organised teaching in Key Stage 2, most pupils, including those with special educational needs and higher attainers, make good progress in lessons and achieve well in relation to their prior attainment. Overall, by the time they leave the school most pupils attain standards which are much higher than the average standards found at the time of the last inspection.
8. The school has promoted higher standards by monitoring the quality of teaching and learning and by evaluating the performance of the pupils in the National Curriculum tests and teachers' assessments. These are used successfully to improve the school's implementation and teaching of the National Literacy and Numeracy Strategies to ensure that pupils are being challenged appropriately according to their prior attainment. This has a beneficial impact on their achievement. By scrutinising the pupils' work and through good questioning in lessons, the teachers are aware of the performance of the girls in relation to the boys and adjust their teaching effectively to present equal challenge and to promote appropriate achievement. As a result of the strong teaching observed, inspection identified no significant differences between the performance of the boys compared to the girls.
9. The headteacher monitors and evaluates the pupils' performance in the National Curriculum tests very carefully and sets targets to promote higher standards. This has been particularly effective in helping to raise standards in recent years. The targets set for pupils to attain by the age of seven are appropriately challenging. Those set in mathematics for pupils to attain at the age of 11 also present an acceptable degree of challenge. However, the standards set in English are less challenging and most pupils are on course to attain even higher standards. The school has recently introduced a mechanism which enables the school to strengthen the targets set in the light of the good progress made by the pupils in response to the good teaching and provision.
10. Overall pupils with special educational needs also make good progress throughout the school. Progress is particularly good in English and mathematics where pupils of below average attainment benefit from the input of classroom assistants. The amount of progress is illustrated by the fact that a number of pupils with special educational needs are targeted to reach the average National Curriculum levels in the end of key stage assessments in 2001. The school sets appropriate and specific learning targets for pupils with special educational needs. The progress of these pupils is regularly monitored and targets adjusted accordingly and the levels of attainment have been improved since the previous inspection. The teachers are equally diligent in challenging higher attaining and gifted and talented pupils. They plan clear learning objectives and promote full discussion and thereby ensure that all pupils are fully included in the learning process and achieve well in relation to their prior attainment in most subjects as they move through the school. However, achievement in ICT is unsatisfactory since pupils have had insufficient opportunities to learn fully in all strands of the subject. Also, as a result of the rigorous focus and the consistently very good teaching of literacy in all classes, most pupils achieve very well in English by the time they leave the school.
11. The pupils' improving skills in numeracy are used and enriched further in other subjects, for example when measuring the effect of friction in science or when measuring materials to make musical instruments in design and technology. The pupils' literacy skills are used and developed

further in other subjects such as religious education when writing about resolving conflicts and in history when writing about the origins of the plague in Eyam. The pupils use ICT effectively to improve the presentation of their work but generally computers are not used sufficiently to support learning across the curriculum.

Pupils' attitudes, values and personal development

12. The pupils' attitudes, values and personal development are very good and are a strength of the school. Standards have improved since the last inspection. The personal and social development of pupils, including those under five in the reception class, is good.
13. Pupils are very enthusiastic about coming to school and are very keen to learn. They listen well to instructions and are eager to add their own ideas, such as in the reception class when pupils talked about what they regarded as fair or unfair. They are keen to talk about what they are doing both in and out of class such as when undertaking 'internet' searches during the lunch hour.
14. The pupils' behaviour is very good. All pupils know the class rules and respect them. Standards of behaviour do not vary. Behaviour is very good in the classroom, around the school corridors, in assemblies and the playground and while eating lunch. Pupils are relaxed and humorous and very polite both to staff and visitors and friendly and helpful towards each other. Older pupils have initiated ideas for raising money and seen them through to fruition. This allows pupils to show what they can do and is a very good vehicle for developing pupils' sense of responsibility towards others. Play times are structured and happy, with many pupils playing creatively together on the playing fields. Nobody reported feeling bullied yet all were confident that if they were worried teachers would sort out the problem. There have been no exclusions.
15. Relationships between teachers and pupils and groups of pupils are very good. Pupils are co-operative and friendly and work well in pairs and groups as well as on their own. Their confidence shows in their work with people and organisations outside school. Their harvest festival contributions are warmly received by local people and the working relationship with some of the telecommunications workers at Martlesham is founded on mutual fun and respect.
16. The personal development of pupils is very good. The personal, social and health education programme makes a good contribution to this outcome. There are opportunities for discussing and building up respect for one another's feelings, values and beliefs. Pupils accept responsibility willingly and many have jobs around the school. Some pupils would benefit from more opportunities to take the initiative in their learning through, for example, being encouraged to undertake independent research in class time.
17. The level of attendance is above the national average and the level of unauthorised absence is below that found nationally at 95.7 per cent. The level of pupils taking holiday in term time is satisfactory. Punctuality is good and lessons begin on time.

HOW WELL ARE PUPILS TAUGHT?

18. Overall the quality of teaching is good. The teaching during the inspection was judged to be good or better in 97 per cent of lessons. Teaching was very good in 38 per cent of lessons and excellent in 4 per cent. No teaching was judged to be less than satisfactory. The quality of teaching enables pupils to make good progress throughout the school. The school has improved the quality of teaching since the time of the last inspection when there was about 10 per cent of unsatisfactory teaching. Since then the teaching has been monitored by local authority advisers and the headteacher, with useful feedback to teachers, which has had a positive effect. Teachers now take thorough account of the National Curriculum Programmes of Study in their planning and have developed schemes of work in all subject areas to effectively ensure the continuity of experiences for pupils. The team of teachers work together well to evaluate their planning and to consider changes to it. The amount of teaching time in Key Stage 2 has been increased and now appropriately meets government recommendations.

19. Teachers know and understand the individual pupils very well and generally plan and meet their differing needs well, including the needs of the most able pupils. For example, in Numeracy lessons in Years 3, 4, 5 and 6, planning ensures that the needs of pupils of different levels of prior attainment and different ages were met by providing materials for them, with further materials to extend their work. There is scope, however, to monitor the provision for gifted and talented children to enable them to fully reach their potential. Basic skills in both literacy and numeracy are taught very well.
20. Literacy skills are taught very well and the teaching of numeracy is good throughout the school. Opportunities are also taken in other subjects to extend literacy and numeracy skills, for example in physical education where children in Reception formed a circle and moved in a clockwise direction, effectively developing pupils' knowledge, skills and understanding. During the inspection the quality of teaching was very good in English. Teaching was good overall in mathematics, science, art and design, religious education, history, geography and physical education. The teaching was good in music in Key Stage 2 and was satisfactory in ICT. Due to the school's cycle of planning in relation to the time of the inspection, there was insufficient evidence to judge the quality of teaching overall in design and technology and history, and in music at Key Stage 1.
21. Where teaching is good, very good and excellent teachers have a thorough understanding of the subjects and generally plan well to ensure interesting lively lessons where good learning takes place. Most teachers are skilled at asking well-focussed and searching questions that help to maintain pupils' concentration and bring all of them into discussions, for example, in a Year 5 and 6 mathematics lesson where the teacher asked, "Have you used the protractor correctly?" to point out a pupil's error in measurement. The approach enabled pupils to recognise their own error and to correct it. This also helps pupils make quicker progress towards particular learning objectives. For example, in a Year 5 and 6 mathematics lesson pupils were asked to check the work of their partner and to measure angles within a tolerance of one degree. The teacher skilfully questioned pupils to check their understanding, returning to pupils after a few minutes to ensure that skills had been successfully applied.
22. The quality of teaching of children under five in Reception is good. This has a positive impact on the level of progress that the children make. All staff working with children under five, support the children with a high level of care and understanding being well focussed upon the learning needs of individual children. Teaching is at an appropriate level for the children's age and ensures that they make good progress. Thorough planning ensures an appropriate balance between more formal learning situations, for example when designing a plate with the picture of a tiger, and well-planned purposeful play activities, like the play house, which effectively reinforces learning. Whilst there is a balance between focussed group activities and monitored individual choice there is scope to offer the children more individual responsibility to choose and learn from their own activities. The high quality teaching and support have a very positive impact and therefore, by the age of five, most children are attaining standards above those expected for this age in literacy and number.
23. Teaching is consistently good, in similar proportions, in both key stages. In Key Stage 1, in most lessons, the pace of learning is brisk but appropriate and expectations are very high. In lessons where the learning objectives are clearly explained to the pupils and where there was an effective plenary session, pupils made good progress and achieve well. For example, in a Year 1 and 2 lesson, where the structure and pace of a literacy lesson enabled pupils to construct exciting and interesting sentences. Teachers generally have appropriate expectations of behaviour and attainment and manage pupils well. Pupils with special educational needs are given good support, which results in them making good progress in relation to their prior attainment and targets established in individual educational plans. Good planning by teachers ensures progression for pupils effectively building upon what has gone before.
24. In Key Stage 2 good teaching is characterised by a thorough knowledge and understanding of subjects set out in very clear planning. The effective links that teachers make between the different subjects is a feature of the learning, with valuable cross-curricular activities produced. For example in a physical education lesson for Year 5 and 6 pupils where sequences of movement were linked

to written work in English, using the theme of the “Jungle Book”. Teachers’ expectations are consistently very high and pupils understand what is expected of them.

25. Where teaching is less successful, although still satisfactory, it is when expectations are not as high and the pace of lessons is slower. The teaching of physical education is severely restrained by the accommodation. The small hall limits movement and has a negative effect upon the standards achieved. Little direct teaching of ICT was seen during the inspection and, whilst word processing is used to support work in other subjects teachers need to ensure that the scheme of work is consistently taught. The lack of space and the inaccessible location of the main bank of computers restricts the opportunities teachers are able to provide for the pupils to actually learn by using computers.
26. Teachers have good relationships with pupils throughout the school and they present effective role models. They use praise and encouragement well to reward good work and behaviour and to develop self-esteem. They give very clear instructions to pupils and listen well to their questions and replies, effectively showing pupils that their contribution is valued.
27. Assessment of pupils’ work and progress are used well. These include day-to-day observations and assessments in lessons and formal assessments through a range of tests and checklists, which are used well. Pupils’ work is always marked, often accompanied by praise. Marking in English is good but in other subjects marking does not sufficiently include developmental points or references to learning objectives. Practice is inconsistent and there is scope to apply the good marking policy more consistently. The use of homework is also inconsistent, but, on the whole, is satisfactory. Older pupils are given a great deal of homework, whilst younger junior pupils receive very little. Where homework is given it has a positive effect in raising standards.
28. The teachers organise resources well making them easily available to pupils and effectively supporting their learning, as in a Year 1 and 2 mathematics lesson, sorting and classifying sweets and counting blocks. Pupils are able to quickly get the things they need and begin their work. Time is used well in lessons throughout the school, with a variety of activities introduced to maintain the interest and involvement of pupils. Generally resources are used well to support learning, but the geographical disadvantages associated with pupils being accommodated in small mobile classrooms some distance from the main school library and ICT facilities, is a barrier to them making best use of available resources for research-based learning. However, through their industry and meticulous planning, the teachers partially make up for this deficiency by providing resources for learning in the classroom. Nevertheless opportunities for pupils to learn by making choices and by following their own lines of enquiry are limited and this restricts the pupils’ independence.
29. Teaching for pupils with special educational needs is good. Teachers know and understand their pupils well and carefully match work to their prior attainment. Individual educational plans include appropriate individual targets and these are followed well by teachers and support staff to ensure that pupils make good progress. Support staff work alongside pupils in class and give good support to them. The pupils’ needs are identified as soon as possible and teachers and support staff consistently assess the progress they make. Overall, teaching is a strength of the school that is much appreciated by the governors and parents.

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

30. The curriculum is broad and balanced, is satisfactory overall and meets statutory requirements. Good progress has been made since the time of the last inspection and all key issues, related to the curriculum, have been successfully addressed. Subject policies and schemes of work are now in place for all subjects of the National Curriculum and religious education. These are appropriately based upon QCA (Qualifications and Curriculum Authority) guidance, with schemes in English and mathematics linked well with the requirements of the National Literacy and Numeracy strategies. This situation has improved since the last inspection and the quality and range of learning opportunities is now good, effectively planning work to provide a continuity of experiences for the

pupils. Whilst curriculum provision for ICT now meets statutory requirements it has not yet been in place for long enough to have an effect upon the standards of pupils' attainment. The situation has, however improved since the last inspection.

31. Provision for the youngest children in the Reception class is good. It is well planned in accordance with the 'Early Learning Goals' of the Foundation Stage and prepares children well for the National Curriculum. Whilst opportunities are provided for children to learn through structured play activities, for example when taking the role of a "vet" and playing out associated activities – making appointments and talking to "clients", more opportunities need to be provided for children under five to make independent choices about their learning.
32. There is very good provision for pupils with special educational needs. The policy effectively follows the requirements and recommendations of the Code of Practice and is used well to provide clear guidance to staff. The identification of pupils with particular special educational needs is made at an early stage through teacher observation, good liaison with parents and the effective analysis of assessment results and classroom progress. Individuals with specific responsibility are identified and learning targets established for pupils. This has a positive impact on the progress made by pupils. Individual educational plans are appropriately prepared and regularly reviewed. These plans provide clear targets for pupils and useful advice for teachers, clearly identifying the support for pupils, this provision being a strength of the school.
33. The National Literacy Strategy is implemented very effectively and has a very beneficial effect on the pupils' progress. The National Numeracy Strategy has been implemented well. The teachers give careful thought to the planning of these strategies so that challenging objectives are identified for all pupils and a good balance of whole class, group and individual work is presented. Full consideration is given to the needs of all pupils in the mixed age classes, as exemplified in a literacy lesson in the Year 3 and 4 class where materials for pupils were well prepared and available to ensure continuity for pupils.
34. Provision for extra-curricular activities is good and enhances the education provided by the school. During the inspection approximately 30 per cent of the pupils took part in a weekly sports club, offering opportunities to play both football and netball, supervised by staff and parents.
35. The school has an effective equal opportunities policy to which it is firmly committed. The policy is reflected in the school's aims and other policies. All school activities are open to girls and boys and no instances of inequality were seen during the inspection, girls and boys joining in equally in both the netball and football after school club. With the exception of the temporary classrooms the school accommodation facilitates use by wheel chairs and disabled pupils.
36. An appropriate policy is in place for personal, social and health education and there are regular planned opportunities for pupils to talk openly in whole class sessions, where time is given to individual pupils to discuss their concerns. Provision covers all relevant aspects and is effective.
37. The community makes a very good contribution to pupils' learning with a range of visits made from the school, locally and local people visiting the school. For example, a local telecommunications company have established good links with the school, with employees visiting regularly to support opportunities provided in mathematics. Representative pupils also visited the company to offer a mathematics challenge to the staff. Many parents are regular contributors to activities in the school, working with pupils in practical activities and classroom tasks
38. There are very good constructive relationships with neighbouring primary schools through a Federation arrangement, enabling the curriculum to be extended, for example through joint visits to other schools by pupils. During the inspection pupils visited Thomas Wolsey Special School, with other pupils, and engaged in a structured personal and social education programme. There are also good positive relationships with the High School, with induction visits by Year 6 pupils and an exchange of curriculum expertise between teachers in the schools. For example, pupils begin the English and mathematics work they will experience at the High School, during Year 6. These links have a productive effect on the pupils' learning.

39. Opportunities for pupils to cultivate their personal development are good. Pupils are encouraged to care for each other and respect the beliefs and values of others.
40. The provision for the pupils' spiritual, moral, social and cultural development is good overall. The provision for pupils' spiritual development is good. Opportunities for spiritual development occur during assemblies and religious education lessons, regularly supported by local church people, where pupils learn about the life of Jesus. The pupils sing hymns and choruses with enthusiasm, giving a spiritual feeling to these events, and respond well to opportunities for reflection in collective worship and religious education and also in response to other stimuli such as music, art and literature.
41. Opportunities for pupils' moral development are very good. The school recognises and rewards kind and caring behaviour. Good behaviour is rewarded by effective use of praise and by encouragement. Pupils learn to recognise the outcomes of their behaviour. Opportunities are taken to develop these themes in lessons, for example during one successful religious education lesson, Year 4 pupils were asked to compare their own experiences with those of Joseph in the Old Testament story. Strategies such as this are successful in helping pupils come to terms with difficult issues. Pupils are taught right from wrong and are supported by school and classroom rules. Staff provide good role models and give pupils opportunities to consider moral issues as they arise in class and around the school. At lunchtime pupils take turns as monitors, to look after younger pupils. All classes have two monitors who are responsible for a variety of jobs, for example older pupils help in assembly with the music and collecting the hymn books. Pupils raise money for others through activities such as 'non uniform day' and put on a concert for local old age pensioners. Recently relationships with others have been extended by the use of the school's new Internet connection, allowing 'e-mails' to be sent and received between schools, including a link with a contrasting school in Manchester.
42. The provision for pupils' social development is very good and is supported by very good relationships between adults and pupils. Empathy of the needs of others is fostered and shown in lessons and all aspects of school life. Pupils are helpful and supportive of each other, for example they share materials, help each other and work together. This aspect of the school's life is supported by visits to places in the community to support aspects of the pupil's historical and geographical studies. Extra curricular activities provide a good range of after school opportunities, for example football and netball clubs led by members of staff and parents are popular. Year 6 pupils work alongside pupils from other local schools in a Federation of schools to enrich their learning opportunities.
43. Provision for pupils' cultural development is good overall. The pupils learn about their own culture through the curriculum in subjects such as art, music, literature and history. The school takes part in local activities, competing with other schools in games and helping with the annual village tidy. Visiting authors during a book week make a contribution to heighten pupils' appreciation. Pupils develop an appreciation of other cultures in their topic work about water and its importance for developing countries. Music is appropriately used in assemblies and pupils are becoming familiar with composers and their music. Work of artists such as Monet is displayed around the school, with attractive displays celebrating the art of other cultures, including Islamic art patterns, and studies of ancient Egypt. Opportunities for pupils to understand the multicultural nature of society are satisfactory. The links with the inner city school in Manchester is effective in fostering the pupils' awareness of life in multi-cultural Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. Since the last inspection the school has improved its support, welfare and guidance for pupils and it is now very good and has a very beneficial effect in raising the pupils' achievement. Child protection arrangements are very good and comply with locally agreed procedures. Procedures for monitoring pupils' personal and academic development are good and pupils, including those with special educational needs, feel safe and happy knowing that they are guided and supported by caring staff. Parents believe, and this is fully supported by the inspection findings, that the school's

values and caring attitudes have a very positive effect on children, and on the progress that they make.

45. The personal, social and health education programme together with planned assemblies give good opportunities for developing confidence and maturity. More informal exchanges occur between teachers and pupils at registration, play and lunch times. There is a good range of trips and outings during school hours linked to the curriculum and a residential trip, for pupils in Year 6, which broaden pupils' horizons and aid their personal development.
46. Procedures for monitoring behaviour are very good. There are merit awards and the star of the week in one class. The checks and balances that reward good behaviour and improve unsatisfactory behaviour are very effective. Pupils are confident that any worries, or instances of bullying, brought to the staff's attention will be dealt with quickly, fairly and effectively. Learning assistants and lunchtime helpers support and promote good behaviour as effectively as teachers and this consistency of approach leads to very good behaviour across the school.
47. There are good procedures for monitoring and promoting good attendance. Registers are checked regularly and there are effective systems for promptly chasing up absence. There is no late book but there is meticulous recording of the reasons for absence.
48. The monitoring of academic performance is good. The school has made good progress with the key issue, identified in its 1997 report to agree assessment and marking policies and develop coherent and manageable record keeping systems, so that assessment overall is good. The school meets statutory requirements for assessment and has developed good systems to monitor progress through a range of tests, from entry to the school to the end of the key stages. This includes the use of non-statutory assessment tests at the end of Years 3, 4, and 5. The school has other tests particularly in English and mathematics to provide further measures of pupils' progress. The school makes good use of the information from assessment to set clear attainment targets for pupils' work in English mathematics and science and effectively meets the needs of pupils of differing prior attainments to ensure that they are working at an appropriate level. This is an improvement since the last inspection, but assessment is not used as effectively or as consistently in foundation subjects, particularly in ICT, physical education and music. Assessment procedures for those with special educational needs are good. Pupil's progress is carefully monitored, regular reviews take place and information from ongoing assessments is used appropriately to form targets for future improvement. Recording systems for pupils with special educational needs provide a useful overview of their progress.
49. The school is analysing data from National Curriculum tests in order to set clear targets for pupils' attainment in English, mathematics and science as well as identifying pupils for additional literacy support. The quality of teachers' marking is satisfactory overall. It is good in English but it lacks consistency in a few subjects. However, pupils are given good oral feedback on how to improve their work as well as receiving support and encouragement. Assessments of pupils' work collected for the school portfolios are less developed and have yet to make a significant contribution to teachers' assessment practise.
50. The data from tests given to pupils in different years has been analysed and is used to develop plans to develop school targets. On an individual basis pupils have simple English targets (but not mathematics or science targets) which are reviewed termly with parents at open evenings and these help to promote the pupils' progress.
51. The school has a well-constructed policy for identifying and meeting the needs of gifted and talented pupils. Such pupils have been identified through testing in English and mathematics and there has been a subsequent rise in expectations of what this group can achieve. Additional support is provided in Years 5 and 6 in mathematics but as yet making and monitoring provision for talented pupils throughout the school is not complete. Pupils with special educational needs make good progress. Their individual education plans (IEPs) are regularly reviewed and the plans are used as an everyday classroom tool to ensure that individual supported teaching (sometimes by classroom assistants) focuses closely on their set targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents, as at the last inspection, think highly of the school and are very pleased with the education it offers their children. The school has very good links with parents and the strong school association is tireless and extremely effective in its support of the school. A good number of parents and some volunteers strengthen the home-school partnership by, for example, offering help in the classroom or by running clubs and supporting sports teams.
53. A minority of parents were concerned that there were insufficient extra-curricular activities, but inspectors found this not to be the case. Sports teams flourish for older pupils and clubs, such as the bird and garden and French clubs which are on offer. Homework, which reinforces and extends the pupils' learning is set appropriately overall and is very well supported by parents. Spellings are set regularly and reading, which the majority of pupils willingly do, is expected to take place at home. Some research for topics is expected, however, there is scope to include mathematics topics more frequently as homework.
54. The range and quality of information that parents receive from the school is good. Parents receive clear guidance in newsletters on many school matters. They are invited to open evenings three times each year where targets are reviewed and set and are free to talk to teachers at other times during the school year. The end of year written reports contain much information for parents, including what has been studied in the National Curriculum, but in general the information about the progress pupils have made is not accessible or clear enough.
55. The home-school agreement has been signed by all parents. Parents of pupils with statements of special educational needs are kept fully informed about progress and, as is required are asked to attend review meetings and contribute to individual educational plans. The governing body's written annual report for parents is clear and informative, although there is scope to report the success of the school's provision more fully.
56. The work of the Waldringfield School Association is extremely impressive. It has raised large sums, and continues to do so, to support its plan to build a new classroom. Its work significantly promotes a very good partnership between home and school. Overall the partnership between parents, the community and the school strengthens pupils learning and their very positive attitudes to school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The leadership and management of the school is good overall and has ensured substantial progress in addressing the Key Issues of the previous inspection in January 1997. The headteacher, well supported by capable colleagues and encouraged by governors, has sustained a strong emphasis on promoting literacy and numeracy more effectively across the school. With guidance from the local authority and from a very experienced and understanding chair of governors, the headteacher has been particularly successful in realising the full potential of an experienced and talented teaching staff. The headteacher makes a very strong contribution to the leadership and management of the school. She monitors and evaluates the pupils' performance in the National Curriculum tests carefully and provides the governors with up-to-date and well thought out information. By this means she ensures very appropriate priorities for development and contributes effectively to the school's very good capacity to succeed.
58. The headteacher completes a significant teaching commitment across the school and gives strong support to meeting the needs of all pupils of differing prior attainments. She promotes a strong and effective emphasis on teamwork and all staff work well together and share expertise productively to ensure consistent good quality teaching and provision across the school. With the exception of ICT, the pupils now receive and benefit from consistently good teaching and provision as they move through the school. This is raising standards significantly; as illustrated by the improvements in

English, from satisfactory at the time of the last inspection to a very high standard for pupils aged 11 years now.

59. All the adults who work in the school know that they have the full support of governors and parents. The pupils sense these shared values and respond productively to the warmth and rigour of the relationships encouraged by the staff. The teachers and non-teaching staff, in particular, work very effectively together and have been very successful in recent years in improving the quality of curriculum planning and in raising the quality of teaching across the school. Consequently the standards attained by the pupils have increased.
60. The school's approach to plotting future development has been improved since the last inspection and is now good. Available finance is securely matched to agreed priorities and the detailed school development plan operates well as a tool to promote school improvement. Regular assessments and evaluations of the pupils' performance enrich the plan. The targets or priorities for development normally refer to areas of provision, and whilst most lead to higher standards of pupils' achievement a few lack specific reference to the skills to be raised and this clouds the intention. For example, improvements in ICT are being achieved, but progress is too slow and pupils' skills should be higher. In contrast the focus on raising standards, especially in literacy and numeracy is very clear and successful. Overall development planning ensures good use of the finances available and fully supports the governors' intentions to achieve best value.
61. Leadership and management provide good educational direction for the work of the school. By evaluating the pupils' performance in national tests the headteacher sets appropriately challenging targets. By promoting consistent approaches to planning and teaching, standards have risen in many subjects, notably English and mathematics since the last inspection. The team approach to teaching and learning has strengthened the overall progression in pupils' learning.
62. The headteacher and staff have accomplished a great deal in recent years, especially in meeting a significant number of Key Issues for development. Significant improvement has been achieved in using assessments of pupils' work to raise standards, for example, in providing appropriate time for the teaching of the full range of National Curriculum subjects and in planning the development of the school. However, progress in ICT has been less effective in ensuring that pupils achieve appropriately in relation to their prior attainment. For example, by providing appropriate opportunities for the pupils' to learn by using computers. The school is implementing a subject development plan for ICT and this is beginning to support the pupils' learning.
63. Monitoring and evaluation of the school's performance is good overall. The headteacher, with support from the local education authority visits classrooms and monitors the quality of teaching effectively. The sharing of good practice and expertise has had a good influence on the quality of the teaching especially in terms of the consistency of the good or better teaching across the school, since the last inspection. The co-ordination of most subjects is good and has been improved and is strengthened by the daily communication and regular meetings between the staff of this small school. This is effective in sustaining sufficient resources, in developing the curriculum plans and in promoting the pupils' achievement in most subjects. The co-ordination and provision for pupils with special educational needs is very good.
64. The school's aims, values and policies are implemented well. The school's aims and values are shared fully by the whole school community. The staff receive good support from the governors, parents and voluntary helpers from the community and all adults working in the school present very good role models for the pupils. Care and respect for each other are clearly evident in the daily life of the school and this strengthens the pupils' learning.
65. The day-to-day management of the provision for pupils with special educational needs is good. There is adequate staffing and resources and these support well the learning of pupils with Special Educational Needs. Responsibilities are shared between the Special Educational Needs Co-ordinator and the headteacher. Good systems are in place to provide information and resources to teachers and support staff. Baseline assessments of the children's needs on entry to school and on-going assessment data is used effectively to establish the particular needs of pupils and to

evaluate and re-assess their progress. There are good and well-documented relationships with outside support agencies and the links have improved since the previous inspection. The governor with designated Special Educational Needs responsibility is actively involved and provision for pupils is monitored regularly and effectively at governors meetings.

66. The governing body, skilfully led by an experienced chair, fulfils its statutory obligations well. Daily acts of collective worship meet the statutory requirement and promote the warm ethos of the school. Governors and staff take the health and welfare of the pupils seriously and ensure good provision. Additional funds for literacy and numeracy, for raising attainment, for special educational needs and for the professional development of staff, are all used effectively. All adults working in the school share and ensure that all pupils are treated equally and are fully included in all aspects of school life. The teachers have increased their effectiveness in challenging higher attainers in literacy and numeracy since the last inspection. This is clearly shown by the increasing numbers of pupils attaining the higher levels in National Curriculum tests in recent years. Teachers and learning support assistants show sensitivity and skill in meeting the needs of pupils with special educational needs and this helps them to make good progress.
67. The school is very well staffed and teachers and learning support staff work well together to promote the pupils' learning. Colleagues are very experienced and share their expertise well. The teachers have updated their skills in ICT, but as yet, provision in this area is not effective. Where necessary, appropriate in-service training is provided in order to enable teaching staff to fulfil their roles more effectively however an induction policy and guidelines for new staff have yet to be produced. Arrangements for the professional development of staff are satisfactory and well linked to the school's development plan. Arrangements for appraisal of staff are being revised as part of the schools new performance management policy.
68. All adults who work in the school know the pupils well and ensure that the pupils feel valued. As a result the school has a strong but warm ethos which nurtures learning successfully.
69. The accommodation is unsatisfactory overall and restricts the teaching of the curriculum in several areas. The pupils' opportunities in physical education are severely reduced by the lack of space in the school hall. Their ability to develop skills in gymnastics in particular is very limited. All forms of practical approaches to learning, including art and design, design and technology and investigation in science are restricted by the lack of space and cramped conditions in the two mobile 'temporary' classrooms. The cloakroom facilities, heating, ventilation and access to toilets, library and computers in the main building for pupils in these two classes are barely adequate and cause problems that detrimentally affect learning during inclement weather. At the time of the last report criticisms were made about the quality of accommodation in the school. Since then office space and a staff room have been provided. Through their skill and hard work, the teachers limit the restrictions to learning imposed by the accommodation substantially, but overall, opportunities to promote 'research based learning' are limited and are underdeveloped for these pupils. The accommodation is generally used well to support the pupils' learning, but during the inspection insufficient use was made of the library and ICT equipment. Nevertheless good quality displays celebrate the pupils' work and enhance the learning 'atmosphere' wherever possible.
70. Outdoor facilities, such as wildlife, pond and recreational areas, are generally good and have been enriched by supportive involvement and contributions from parents. The parents and the local community are currently raising money to match Local Authority funding to provide an additional classroom. A new village hall is currently being constructed alongside the school. The headteacher has worked co-operatively with the village to ensure that the new hall can also be used to meet the pupils' needs. Upon completion it will offer improved facilities for indoor physical education and ICT and enrich the opportunities offered to the pupils.
71. Learning resources are satisfactory overall and have been improved since the last inspection. The unsatisfactory accommodation provides insufficient storage facilities and accessibility is a problem and these limitations restrict the school's ability to build up a more extensive range of resources. Resources for literacy and numeracy are good and the school makes good use of the local authority's library service. Resources are used well to support teaching and learning, except the

library, which was underused during the inspection, and in ICT, where computers are insufficiently used to promote the pupils' skills and in supporting their learning across the curriculum.

72. The school provides good financial management. The headteacher assisted by the school secretary and members of the governors' finance committees manages the funds made available to the school efficiently. The governors are actively engaged in financial planning. The head teacher and the finance sub-committee investigate proposed expenditure prior to planning the budget together. The budget is approved by the whole governing body and is linked to the school development plan, which covers three years and includes projected costs and evaluation procedures. Since the last inspection the role of the governing body in determining financial targets, in linking spending to educational priorities, and in effectively monitoring expenditure has been strengthened by their classroom visits, monitoring the school's provision and quality of education provided.
73. The school receives significant financial support from parents and the local community and much of this is now 'ear-marked' for the much needed new classrooms. The school manages and utilises the funds available very tightly indeed and is currently operating on a very small 'contingency'. As a result, the governors and headteacher ensure 'best value' appropriately in practice. The headteacher and school secretary work particularly well together to ensure very good financial control, a strength which was also clearly identified in the recent auditor's report.
74. Pupils make good progress as a result of the good quality of education provided especially the strong teaching. Consequently the school now provides good value for money. A strong community ethos and shared commitment are supporting the school's very good capacity to succeed in the future.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

(P) Linked with Key Issues of the previous inspection.

* Issues already identified for development by the school.

75. In order to continue the successful development of the school and to bring all aspects of the pupils' achievement to a high standard, the governors, headteacher and staff should:

1. (P)* Raise the pupils' achievements in ICT and improve its contribution to the wider curriculum by: (paras. 7,10,11,25,28,30,48,62,69,71,120,143-151)

- continuing to teach the full curriculum and improve the range of equipment available;
- utilising the improving provision to provide more opportunities for pupils to learn by using computers across the breadth of subjects.

2. (P)* Continue to seek improvements to the accommodation provided for teaching and learning at the school. (paras. 25,28,69,71,120,125,160)

76. In the context of the school's many developing strengths, the following point for improvement should also be considered for inclusion in the action plan:

- provide more opportunities for pupils to develop their research skills by making choices and by following their own lines of enquiry.
- (paras. 22,28,69,71,87,96)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	38	55	3	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	95
Number of full-time pupils eligible for free school meals	N/A	10

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	10

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	4	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	82 (100)	91 (95)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	91 (95)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (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	3	7	10

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	90 (100)	100 (100)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	90 (100)	90 (100)	100 (100)
	National	70 (68)	72 (69)	79 (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	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	95
Any other minority ethnic group	0

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 refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.2
Number of pupils per qualified teacher	22.6
Average class size	23.5

Education support staff: YR – Y6

Total number of education support staff	2.8
Total aggregate hours worked per week	72

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

Financial information

Financial year	1999/2000
	£
Total income	191,744
Total expenditure	193,692
Expenditure per pupil	2,177
Balance brought forward from previous year	5,379
Balance carried forward to next year	3,431

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	95
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	3	0	0
My child is making good progress in school.	41	54	0	0	5
Behaviour in the school is good.	51	44	2	0	3
My child gets the right amount of work to do at home.	27	57	10	0	6
The teaching is good.	62	35	2	0	2
I am kept well informed about how my child is getting on.	48	40	11	0	2
I would feel comfortable about approaching the school with questions or a problem.	73	24	0	2	2
The school expects my child to work hard and achieve his or her best.	62	37	0	0	2
The school works closely with parents.	51	46	2	0	2
The school is well led and managed.	57	40	0	0	3
The school is helping my child become mature and responsible.	46	48	3	0	3
The school provides an interesting range of activities outside lessons.	29	53	15	0	3

Other issues raised by parents

Many parents expressed dissatisfaction with the lack of space in the temporary classrooms but are very appreciative of the efforts of staff to overcome the difficulties caused.

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

77. Children are admitted into the reception class on a part-time basis at the age of four. Most children become full-time in the term of their fifth birthday. At the time of the inspection there were 14 children in the Foundation Stage, three of whom were under five and were attending part-time. A carefully prepared programme of induction supports the children's entry into school and most children settle quickly and positively into school life.
78. The school was criticised at the time of the last inspection for lacking a separate curriculum for the under-fives and although most children were gently introduced into the National Curriculum, inspectors recommended a curriculum be introduced for young children who are not ready for work of National Curriculum level. Since then a specific programme which includes all the recommended areas of learning for children under five has been introduced. The teaching and learning for this Foundation Stage is now supported by detailed plans, which place due emphasis on each area of learning as recommended. As a result, observations of lessons in the Reception class, showed a consistently good quality of learning. Much of this good work is strongly teacher-led and there is scope to build on this effective practice and to provide more opportunities for young children to learn from pursuing their own ideas.
79. By the time they are five, most pupils attain standards which are above those expressed as early learning goals for the Foundation Stage in most areas of learning. The pupils generally develop physical skills which match those expected of pupils at the end of the Foundation Stage. Overall most children achieve well in relation to their prior attainment, especially in language and literacy during the Foundation Stage.

Personal, social and emotional development.

80. Provision is good; children make good progress and exceed the early learning goals in this area of learning by the age of five. Teaching is good and the teacher and learning support assistants value the children and their responses and set good role models and these encourage the children's personal and emotional development. The teacher encourages the children to work happily but purposefully together, for example when sharing books to draw zoo animals. The children have learnt to work independently and socialise effectively by playing in the 'house corner' for example. The children's work in this area of learning is significantly helped by the teacher's warm but high expectations, by their secure home backgrounds and by the confidence building activities in the pre-school playgroup run by parents.

Communication, language and literacy

81. Teaching is particularly strong in this area of learning and the children make good progress and are on course to exceed the early learning goals set for them to achieve by the age of five. Most children are taught a curriculum which follows the recommendations of the National Literacy Strategy and make good gains in establishing their vocabulary and early reading and writing skills. The teacher sets clear and high expectations for the children and uses very precise terms to develop the children's knowledge of sounds and words. She promotes very supportive links with parents and together they encourage the children's reading skills extremely well. Books are enjoyed, shared and valued and the children's good language and literacy skills support their learning across the curriculum.

Mathematics

82. Teaching is very good and children make good progress in numeracy and in establishing a good mathematical vocabulary. Most children exceed the early learning goals by the age of five. The teacher supported by the learning support assistant use number cards and rhymes successfully to promote the children's number skills. The teacher sets very high expectations for learning in numeracy and is particularly careful to use precise mathematical language, for example, pentagons and hexagons, when describing and studying shapes. These high expectations have a positive

effect on the children's learning. The teacher is increasingly using the children's experiences at play, when using aids such as animals or shapes, to support specific teaching and learning and this is also promoting good progress.

Knowledge and understanding of the world

83. Children make good progress and exceed the early learning goals by the age of five. The teaching is good and the teacher skilfully combines the use and development of language and literacy, art and design and design and technology skills well to promote the children's capabilities in this area of learning. For example, with a topic on the seasons, the children design and make Easter baskets and Easter cards and study animals and this work enriches their understanding of Spring and the seasons. The teacher makes good references with religious education and establishes differences between Spring and the Christian festival of Easter. Again this builds on the children's previous experiences and significantly aids their learning. The children have appropriate activities to learn by using computers, especially in literacy and numeracy and by making and listening to music. At times, however, children are too often able to distinguish play activities from work activities and this restricts the development of learning from their own ideas. All children attend and play a full part in whole-school assembly and benefit from the warm ethos of the school. Learning is good in this aspect of the Foundation curriculum.

Physical development

84. Teaching is satisfactory in this area of learning and the children make satisfactory progress and develop appropriate gross motor skills in gymnastics and dance effectively. The children have appropriate opportunities to collaborate and to enjoy physical play mobility by sharing a few large toys in the small, but secure, outdoor area provided. Space is severely limited, however, and this restricts the children's ability to develop these skills to the full. The teacher sets high expectations when teaching the children how to use scissors carefully. She provides close support, gives precise instructions and the children make good progress in developing such fine motor skills.

Creative development

85. Teaching is good in this area of learning and the children build effectively on their prior attainment. Art and design, technology and other construction activities are planned productively into the curriculum. Occasionally the work is not supported to the full by encouraging the children to express their own ideas from the outset and this restricts their independence. During most lessons, however, the teacher questions the children fully to ensure that their views are considered and promotes their skills well. For example, when making 'Lion' face-masks, the children were able to choose their own materials to make features such as eyes, nose and mouth. Work and learning is supported well by the pupils' good cutting skills. Overall, the children make good progress in this area of learning and are on course to attain the early learning goals by the age of five.

86. The quality of teaching of the children in the Foundation Stage is good overall and at times it is very good. The teacher demonstrates very good knowledge of this stage of learning. Learning is both rigorous and it is enjoyable and the teacher manages the children's behaviour warmly and very effectively. The teacher places a strong and effective emphasis on the teaching of skills, particularly in language and literacy. She gives clear instructions and develops the children's approaches to learning skilfully and effectively. The teacher's consistently high expectations of learning are a strength and underpin the children's good progress. The teacher uses the learning support assistant well and together they ensure that the children's needs are securely met.

87. The children have planned opportunities to learn from developing their own lines of enquiry, through play, but these are at specific times and are too easily distinguished from other forms of learning and occasionally they are not as effective as they might be. Consequently the children's decision-making skills are not developed to the full. The teacher monitors the children's contributions in lessons very skilfully and ensures that all children are fully involved and feel equally valued. The teacher is particularly successful in catering for all ages of children and in moving the learning found well into the National Curriculum.

88. The teacher completes baseline and other formally recorded assessments of the children's learning meticulously. She uses these most effectively to set individual targets and to ensure that future teaching and activities challenge children productively. This has a very supportive influence on the children's learning. Overall, the school is making good progress and is implementing the new Foundation Curriculum carefully.

ENGLISH

89. Standards in work seen are above the national expectations for pupils aged 7 and are very high in relation to those expected nationally for pupils aged 11 years. These standards are higher than the average standards found at the time of the last inspection at the end of Key Stage 1 and represent a significant improvement over the average standards identified at that time at the end of Key Stage 2. Strong, consistent teaching and close adherence to the National Literacy Strategy are having a positive effect on the pupils' performance. Consequently all pupils, including those with special educational needs and higher attainers, achieve very well in relation to their prior attainment by the time they leave the school.
90. The standards now being attained by 7-year-olds generally exceed the pupils' average performance shown in last year's National Curriculum tests and more closely reflect the above average standard overall in recent years. Observations of lessons show that well-focussed teaching ensures that boys and girls are equally challenged and perform at similar levels.
91. The very high standard attained by the pupils aged 11 in work seen mirrors the pupils' continuing high performance in National Curriculum tests in recent years. The standards reached by these pupils over the period 1997-2000 match those found in the top five per cent of schools nationally. They also indicate the teachers' success in consistently challenging all pupils including potentially higher attainers, consequently there are no significant differences in the attainment of the boys compared to the girls.
92. Standards in speaking and listening are above the national expectation for pupils aged 7 and by the time they reach the age of 11, most pupils are attaining very high standards in relation to those expected nationally. Pupils of all ages listen well to their teachers and to each other. They readily share ideas and speak clearly and expressively when contributing to class discussions. The pupils' skills significantly enrich learning in other subjects, for example in religious education when discussing where Muslims keep their copies of the Qu'ran.
93. The vast majority of pupils enjoy reading, value books and show good levels of concentration when reading. Standards are above the national expectation for pupils aged 7 and are very high in relation to the national expectation for pupils aged 11. The pupils' skills are enriched by the teachers well-planned use of books and texts to interest and challenge. The teachers read aloud with excellent expression and diction and provide very positive role models. Learning support assistants and teachers ensure that the pupils receive appropriate regular support at school, both as individuals and in groups. The parents support and encourage the pupils' reading skills successfully at home and the reading record books are well used and track the pupils' improving skills well. When reading to the inspectors, most pupils heard read with confidence and obvious pleasure. They showed interest in the storyline and used examples and descriptions of characters in the text to support their ideas and answers. Although reading is taught well and the pupils make very good progress, there is scope to make more effective use of the library to promote the pupils' research skills.
94. Standards in writing are well above those expected nationally for pupils aged 7 and by the age of 11 pupils' attainment is very high. Most pupils learn to write neatly and develop individual yet legible styles. The school is successfully targeting the work of boys to ensure that all pupils develop appropriate skills. Throughout the school, pupils enjoy recording their ideas and they are encouraged to reflect their thoughts in writing as they grow older. The scrutiny of work revealed good examples of the full range of writing forms. Pupils in reception wrote about favourite story characters such as 'Mr Wolf' and 'Goldilocks' and pupils in Years 1 and 2 wrote about playing football in the school field and expressed their imaginative ideas well when writing about being lost

in 'Ant-man's Kingdom'. Pupils, in Years 3 and 4 used their wider vocabulary to write vividly about 'Aboriginal Dreamtime' and older pupils in Years 5 and 6 write about their favourite 'Harry Potter' adventures or explain how stories such as 'The Snow Spider' by Jenny Nimmo are begun. Across the school, standards in writing have been improved substantially since the last inspection and the challenge is to continue using the pupils' improved skills to enrich their learning across the curriculum. The pupils use computers effectively to improve the presentation of their work but they have insufficient opportunities to use computers to research and to explore their ideas.

95. Pupils make very good progress overall in Key Stage 1. Often in response to the teacher's precise questioning many pupils are now making very good progress in lessons. Pupils with special educational needs receive sensitive carefully matched support and also make good progress. The rate of pupils' progress increases in Key Stage 2, where in response to the teachers' continuing expectations most pupils take a stronger responsibility for their learning and show more mature attitudes to their work. Most pupils, including those with special educational needs, make very good progress in lessons and achieve very well in relation to their prior attainment.
96. Increasing the challenge presented to potentially higher attaining and gifted pupils, particularly in reading, was a key issue of the last inspection. This has been addressed well by the school and teachers now utilise the well stocked class libraries, the local authority library book collections, and positive parental support to ensure a consistent emphasis on developing the pupils' reading skills as they progress through the school. However, during the inspection little use was made of the school library and this restricts the pupils' library skills. Overall higher attainers now make very good progress, a substantial improvement compared to the weaker performance identified at the last inspection.
97. The quality of teaching ranges from good to excellent and it is very good overall. The quality of teaching has a very beneficial effect in promoting the pupils' very positive attitudes and the teachers encourage and present very good relationships during lessons. As a result learning is often very enjoyable and successful. Key strengths in teaching include the thorough planning with clear lesson objectives, very good questioning which teachers use to draw responses and learning from the pupils and the very high expectations that pupils should show positive attitudes and make good progress in acquiring skills. This very purposeful emphasis on literacy begins in the reception class where the teacher uses very precise language to promote the children's learning. It is continued consistently and effectively across the school. In the Year 5 and 6 class, the pupils reflect carefully before responding to questions and learn well from exploring their own ideas and by listening to each other. A very good example occurred when the pupils were correctly explaining why the phrase, "the road is a ribbon of moonlight" represented a good example of a 'metaphor' in Alfred Noyes' famous poem 'The Highwayman'. Occasionally pupils only have a limited time to write extensively and in depth in lessons but the teachers make good use of other times to ensure that pupils develop their writing skills efficiently.
98. All the teachers show a high level of subject knowledge and they enrich this by supporting each other most professionally. This attribute is clearly seen when teachers respond to the pupils' ideas or when replying to answers. In a lesson in Year 3 and 4, the teacher balanced rigour with warmth and celebration and drew perceptive comments from the pupils. As a result, learning was successful and the pupils made very good progress in understanding pronouns and developed excellent attitudes to learning and a genuine love of books by studying 'Fantastic Mr. Fox' by Roald Dahl. The teachers are equally successful in developing the pupils' skills. All lessons are based on appropriate learning objectives and specific skills such as descriptive writing, using precise language and identifying exemplars from texts are emphasised well.
99. The teachers manage the pupils' behaviour most effectively. The teachers promote interest and enthusiasm and there is a shared commitment to learning which ensures that pupils make very good progress. By the time they leave the school most pupils have developed very mature attitudes to learning and possess a high level of skill. All pupils are equally and successfully challenged and the teachers are particularly skilled in supporting and involving pupils of different prior attainment.

100. The curriculum has been developed well since the last inspection and fully meets the statutory requirements of the National Curriculum. The consistency promoted by the school's very good implementation of the National Literacy Strategy is having a beneficial effect on the pupils' attainment.
101. The subject is led very effectively and the co-ordinator ensures that the teachers share and benefit from each other's significant expertise. The teachers assess the pupils' progress well and ensure that all pupils are challenged appropriately. The teachers build up a good knowledge of each pupil's developing skills and use this well to target future learning. As a result most pupils achieve well in relation to their prior attainment as they move through the school. The headteacher and co-ordinator, with support from the local authority's literacy consultant have monitored lessons and this has helped to raise the quality of teaching. The subject is well resourced and in lessons the teachers generally use these resources well to enrich the pupils' learning. However, during the inspection the library was underused and ICT was not employed to best effect in support of the pupils' learning. The school is aware of these shortcomings, which are influenced by the lack of space in the school, and is seeking to improve the accommodation and use of ICT.
102. Overall, the school's commitment to promoting the pupils' literacy skills is a strength which enriches the pupils' learning across the curriculum. This is seen by the teachers' consistent and highly effective emphasis on using appropriate technical language and this is extending the pupils' understanding productively. The teaching and learning in English is stimulating and enjoyable and the discussions and the sharing of ideas make a powerful contribution to the pupils' spiritual development. Progress since the last inspection is very good.

MATHEMATICS

103. Standards are above the national expectation for pupils aged 7 and 11 years. Standards have improved since the last inspection, with a significant increase in the percentage of pupils achieving the higher National Curriculum levels at the end of both key stages. Inspection shows that most pupils in both key stages achieve well in relation to their prior attainment.
104. The results of national tests for 2000 showed that the percentage of pupils reaching the expected level 4 standard and above at the aged of 11 was above the national average and matched the results found in similar schools. Results from 1996 to 2000 indicated significant fluctuations from year to year, with a steep rise in 1999, but a steep fall in 2000. The percentage of pupils gaining the higher level 5 standard and above, in 2000, was well below the national average indicating that higher attaining pupils were not always challenged to achieve their full potential. Observations during the inspection show that pupils currently in Year 6 are on course to meet the targets set by the school. Whilst the target is lower than that for 2000 it is appropriate for the group of pupils involved in consideration of their prior attainment. Girls and boys attain similar results and the school carefully monitors the progress made by pupils. Pupils make good progress and show good achievement in Key Stage 2. Good value is added when comparing the results of the same group of children with their results at the age of 7.
105. The results of national tests for pupils aged 7 last year were above the national average but were average in comparison with similar schools. Between 1996 and 2000 there was a trend of steadily improving results, especially in 1999, with a slight fall in 2000. The percentage of pupils achieving the higher level 3 standard was below the national average and was well below average in comparison with similar schools. On the whole achievement in Key Stage 1 is good, for the majority of pupils, but could be better for more able pupils. At the last inspection standards were judged to be average and there has been an improvement but the small number of pupils undertaking assessment, each year, makes statistical comparisons difficult.
106. The National Numeracy strategy has been introduced very effectively and pupils are now reaching expectations in number and understand and apply good mental strategies. This is an improvement from the last inspection and good progress has been made. The curriculum is broad and balanced effectively incorporating all elements of the National Curriculum and the clear identification of National Numeracy Strategy references. All National Curriculum attainment targets are effectively

provided with good opportunities to use and apply mathematics learning. All pupils, including those with special educational needs and higher attainers make good progress in lessons and achieve well throughout the school.

107. Good standards are attained in all areas of mathematics, pupils are confident in their use of number, achieve good standards when working with shape, space and measurement and in handling and representing data. Opportunities are provided for pupils to use and apply their mathematics, which they do well, particularly in solving problems.
108. By the age of 7, pupils discuss their own work in mathematical language and use simple diagrams to present it, for example, bar charts illustrating the months of birthdays, displayed in class 2. They effectively interpret the diagram and explain its meaning. They solve money and measure problems using mental calculations, applying their skills in other subjects, for example in constructing wind socks in a class 2 geography lesson. Pupils classify two-dimensional shapes using their properties, for example the number of sides and edges. They understand the place value of digits and sequence numbers to 100 as illustrated in their classroom display.
109. By the age of 11, pupils seek solutions to problems by confidently trying out their own ideas and explaining them to their peers, as in illustrated problems in class 4. They present their information and results in an intelligible, organised way. When solving number problems they use a variety of mental computations with the four operations, including recall of multiplication facts. They sequence, add and subtract negative numbers in context, as illustrated in the sample of pupils' work undertaken during the current year.
110. Whilst examples of numeracy were seen in use in other subjects, for example, in geography when studying the response to questionnaires about the building of the village hall in Years 3 and 4, and in the pictorial representation of birthdays and colours in Reception, Years 1 and 2, links with opportunities to use ICT are not fully established.
111. The pupils' attitudes and behaviour are good. They listen very well, consistently throughout the school and concentrate very well on their work applying intellectual, physical and creative effort well. They enjoy lessons and are keen to do well, older pupils having a good knowledge of their own learning and the progress they are making. When working in groups they co-operate well and are particularly sensitive to the needs of pupils with special educational needs, responding well and helping when they can.
112. Overall the teaching of is good, with some teaching that is very good. The structure of the numeracy strategy enables teachers to use time well, with good teaching of mental strategies that encourage pupils to use and apply their strategies well. Additional opportunities are provided often for pupils to practice mental strategies, for example in registration. Teachers are secure in their knowledge of the subject and teach basic skills in the subject well. Expectations are consistently high, with learning objectives clearly established for each lesson. Pupils know and understand what is expected of them. The pace of working is brisk, supported by very effective planning and preparation of resources.
113. Resources are adequate for the subject and are stored in classrooms, where they are easily accessible to both pupils and teachers. Commercial resources have been very effectively augmented by materials made by the teachers. The headteacher co-ordinates the subject and provides effective leadership, involving all staff in monitoring pupil progress, evaluating the subject and planning future provision. There are good links with High School, who offer Year 6 pupils the opportunity to engage in activities they will experience in Year 7. Through the Federation of Small Schools pupils also have the opportunity to visit other schools and engage in mathematical activities with other pupils. Visits from staff of a telecommunications company also provide valuable opportunities for older pupils to take part in interesting and exciting challenges. Overall there has been good improvement in the subject since the previous inspection.

SCIENCE

114. Most pupils are on course to attain standards which are above the national expectation by the age of 7 and well above the national expectation by the age of 11. By the time they leave the school pupils have achieved well in relation to their prior attainment.
115. Overall this judgement shows that, taken together, standards in the subject have been improved since the last inspection. Over the last three years the performance of pupils aged 11 in the National Curriculum tests and teachers' assessments exceeded the national average. During this time the school has placed a strong and increasing emphasis on teaching pupils how to plan, conduct and learn from practical investigation. As a result, inspection now shows there has been a significant improvement in this strand of the subject and an increasing number of pupils are now acquiring greater skills in investigative techniques. Standards as a whole now reflect the above average levels reached in last year's National Curriculum tests at the end of Key Stage 2 and show that, over time, pupils are achieving well in relation to their prior attainment. Observation of lessons show that from an early age, in response to challenging teaching across the full breadth of the curriculum, most pupils, including those with special educational needs and higher attainers, are now making good progress, particularly in their investigative skills.
116. The quality of teaching is good overall. The teachers plan carefully and ensure that there is a plentiful supply of resources and adult support for younger pupils and those with special educational needs so that they can be advised and stimulated by the learning activities presented. For example, in a lesson in Years 1 and 2 a variety of balls was provided for pupils to use on different surfaces in their investigation of the bounce of these different balls. This raised pupils' interest, encouraged them to ask questions, and make predictions, which promoted learning well. Teachers establish clear links with previous work at the beginning of lessons and share learning objectives with the pupils. This has a very beneficial effect on the pupils' attitudes, consequently pupils show interest, co-operate and learn effectively. This was the case in a lesson with pupils in Years 5 and 6 where pupils were studying materials and their properties. A series of experiments was set up whereby pupils could investigate the difference between gases, liquids and solids. For example, pupils predicted and investigated the flow rate of different liquids. This form of activity supported by teachers enables the pupils to find out for themselves, and this contributes well to the pupils' understanding.
117. Generally the current approach to teaching the subject in the school is improved compared with the previous inspection; the pupils work and learning are enriched, pupils are given more opportunities to develop their own ways to test out ideas and there is an air of excitement when conducting experiments. The teachers promote the use of specialist vocabulary such as predictions and fair testing and plan and identify useful links with other subjects, extending pupils' learning even more successfully. For example in a lesson with Year 2 pupils the teacher highlighted the different ways of measuring the height of the bounce.
118. Pupils with special educational needs are also well supported and interested by the practical work and potentially higher attaining pupils are equally well challenged by the opportunities to predict outcomes and to explore ideas at their own level. Consequently they make good progress in undertaking, investigating and recording their results accurately in tables and graphs. In response to this good teaching pupils in Year 6 know how to predict and explain when studying changes caused by mixing or dissolving. Pupils in Years 3 and 4 write knowledgeably about friction whilst pupils in Year 2 identify and describe the animals found in the school's wildlife area. Younger pupils develop an understanding of the effects of forces on materials, for example, when squeezed, pressed or pushed.
119. The teachers base their work most successfully on detailed planning which ensures that pupils are taught all strands of the subject. Teachers make good use of recorded assessment of what pupils know and can do enabling them to plan effectively, pitching their expectations at the correct level. The teachers are aware of the importance of assessment and work hard to mark all written work and assess the pupils in practical situations. The recording and assessment of the pupils' skills across the breadth of the subject is an aspect, which is developing well and effectively informing future planning and teaching.

120. The curriculum is well planned and is enriched by a careful consideration of the QCA scheme of work and the new guidance concerning 'Curriculum 2000.' Statutory requirements are met in full. Literacy skills are promoted effectively when pupils are required to discuss and write about their findings. The emphasis on technical language is supporting the pupils' literacy skills well. Numeracy skills are utilised and developed effectively when measuring forces and ICT is used to present the results of an experiment in the form of a graph or pie chart. However, ICT could be used more productively to aid the measurement of investigations through the use of sensors connected to a computer. Resources are good overall and a good range of science books and CD ROMs significantly enriches work in the subject. However, the unsatisfactory accommodation for Key Stage 2 pupils, restricts opportunities for pupils to undertake experiments, although the wildlife area in the school grounds provides a very good resource for studying life processes.

ART AND DESIGN

121. Standards are above those expected nationally for pupils aged 7 and 11. This shows that standards have been maintained for pupils aged 7, and have been improved for pupils aged 11 since the last inspection. Overall, most pupils achieve well in relation to their prior attainment as they move through the school.

122. Standards in art are above the national expectations in Key Stage 1 where pupils share ideas and meanings through the investigation of visual and tactile qualities of a range of materials and processes. They also learn from the art, craft and design work of others and make good links with their own work. For example, Year 2 pupils show good observational skills in the drawing and painting of miniature pictures in the style of Nicholas Hilliard. They also use information from books and from CD ROMS to speak about the work of other artists. A good example of this was seen in portraits painted by pupils in Reception, and in Years 1 and 2 when pupils had responded well to an examination of the colours and textures in pictures of royalty, before producing their own royal portrait gallery. Pupils mix their own colours and introduce a variety of patterns and textures to produce royal portraits. In Year 2 the pupils work on the colours of a rainbow, resulted in a high standard of work in the decorative printing of fans involving colour, texture and repeat patterns.

123. Standards in Key Stage 2 have improved since the last inspection and observation of pupils' work, including pupils with special educational needs, show that all make good progress over time. Pupils in Years 3 and 4 show their competence most clearly in a study of the work of the painter John Constable. Their Suffolk skies and landscapes show an appreciation of colours and shapes to portray a certain mood. Pupils in Years 5 and 6 are pleased to show their art portfolios containing a range of work, paintings, printing and observational drawing. They are aware of the work of other artists such as Monet and Lowry and make good use of the schools Internet facility to find more information about the artists and their work. Examples of Year 5 and 6 work included the skilful use of watercolours to produce colourful patterns and good observational pencil drawings of every day items such as a sandal showing fine detail and careful use of shading.

124. The teaching and learning observed was good in both key stages with appropriate tasks set for pupils of differing prior attainment, high expectations of task and conduct, and good use of available resources. The teachers visited each group, assessing performance and suggesting ways of improvement. This support was beneficial in helping the pupils to learn well and to develop good skills. Planning is satisfactory following a scheme of work based on the new 'Curriculum 2000'. Sketchbooks are not used but pupils' work is displayed across the school and each child has a portfolio of their artwork. Some use is made of ICT, for example, in Years 1 and 2 the pupils' sketches of kings and queens were produced on the class computer; however, this is an area for development. Pupils have opportunities to work with a variety of materials and produce two- and three-dimensional models of fairy castles in Key Stage 1 and chimneys in Years 3 and 4 as part of their work on houses. Good observational drawings of chimneys were the inspiration for very detailed painted clay chimneys.

125. The new co-ordinator provides effective leadership and is aware of the need to develop the subject further. Art now features appropriately in the school's development plan, and there has been satisfactory improvement overall since the last inspection. Resources for the subject are

satisfactory. The accommodation is less than satisfactory as space is limited, restricting opportunities for pupils to create larger pieces of work. However, the teachers ensure that good use is made of the available surfaces to display and celebrate pupils' work.

DESIGN AND TECHNOLOGY

126. The school's effective approach to the teaching of the subject has been maintained since the last inspection, consequently most pupils are on course to reach levels of attainment which exceed the national expectations at ages 7 and 11. Although only a limited amount of work was available for scrutiny, evaluations of planned work, teaching and discussions with pupils and teachers show that the majority of pupils are developing a good knowledge and awareness of the design process. From an early age pupils learn to plan their work and ideas effectively. For example, the pupils in reception and Key Stage 1 design and make crowns and fairytale castles as part of their topic on kings and queens. During the exercise they learn to plan, select materials, measure, mark out and cut and assemble and join with clips and glues. Most pupils, including those with special educational needs, achieve well in relation to their prior attainment as they move through the school.
127. Pupils in Key Stage 2 steadily build and extend their design skills often in conjunction with other subjects or project. For example, Year 6 pupils write an evaluation of their work to design and make play equipment for pupils at a local special school. By the end of Year 6 most pupils reach standards which are above national expectations especially in the design elements of the curriculum. Their skills are developing through drawing modelling and discussion to clarify their own ideas. Year 5 pupils use a variety of materials and tools to produce Easter cards with moveable parts. Their learning of skills in model making is developing well and several of the end products available for inspection were of a good quality, in response to the systematic teaching of a planned curriculum. Having decided what they want to make, pupils draw a picture of it and make plans showing measurements, choice of materials and decide which tools to use. For example, pupils in Year 2 have made musical instruments with all the components needed to produce sounds. Original plans are amended where necessary and the final product made, decorated and displayed. Most pupils, including those with special educational needs and higher attaining pupils, are supported effectively by a careful emphasis on planning and make good progress.
128. Due to the school's cycle of planning in relation to the time of the inspection, no overall judgement on the quality of teaching is possible. However, observations of a good lesson in Year 5 shows that pupils are responding positively to the teacher's clear learning objectives and careful questioning. The pupils enjoy the subject and collaborate effectively to improve their finished products. For example, when designing and making Easter cards in the lesson in Year 5 the pupils consolidate skills such as cutting, gluing and construction, and make good progress
129. Evidence indicates that good teaching has ensured that pupils have taken pride in their work and persevered well in order to achieve the lesson objectives. It can be seen from their plans and written evaluations that pupils understand how well they have worked and what they need to do to improve. Displays of work show that the subject contributes well to the pupils' literacy and numeracy skills. The pupils develop their skills effectively through discussion to refine ideas and by careful measuring before cutting card, for example, 'pop up' Easter cards.
130. The co-ordinator leads the subject well and is revising the present scheme of work to incorporate the advice of the Qualifications and Curriculum Authority (QCA). This will include guidance in the use of materials to teach pupils the knowledge, skills and understanding throughout the school. The co-ordinator monitors planning regularly and effectively but has not had the opportunity to monitor teaching. Overall the subject is adequately resourced, an improvement on the 'barely adequate' resource levels reported at the last inspection.

GEOGRAPHY

131. By the end of both key stages pupils' attainment in geography is above national expectations. Pupils of all ages and prior attainments, including those with special educational needs, make good gains in their learning and the progress they make in terms of developing knowledge of geography language is also good. Standards have improved since the last inspection. Good progress is made by pupils in lessons and they achieve consistently well in both key stages in relation to their prior attainment.
132. By the age of 7, pupils ask questions of a geographical nature and express their own views on people, places and environments. They use and acquire a geographical vocabulary and identify and describe what places, like their own village, are like. They make a record of their observations and measurements about the weather, for example, constructing and using their own rain gauges and wind socks in Class 2. The pupils build up a good understanding of a contrasting locality through their links with a school in Manchester.
133. By the age of 11, pupils use appropriate geographic language, for example, transport and industry. They draw plans and maps at various scales, for example, relating to their study of Bury St. Edmunds and their fieldwork on their residential visit to Derbyshire. From their own knowledge and understanding they propose suitable geographic questions, for example, when considering the advantages and disadvantages in building a new village hall. They increase their above average awareness by suggesting how various groups in the village might be affected by the building.
134. The teaching is consistently good, and teachers show good knowledge and are confident with the subject. In a very good lesson in Years 3 and 4, the teacher used her specific knowledge of the immediate area around the village to challenge pupils in their consideration of the possible positive and negative effects on their environment of the new village hall. This had a positive effect on the pupils' learning and understanding. Effective teaching methods were exemplified in a lesson in Years 1 and 2 enabling pupils to measure the speed and direction of wind close to the school. The teachers manage the pupils' behaviour well and set clear expectations for the responsible use of materials and resources in the subject. As a consequence the pupils concentrate well in lessons and demonstrate positive attitudes to their learning.
135. The teachers promote the pupils' literacy and numeracy skills effectively. They encourage good quality speaking and listening skills in discussions and promote the pupils' very good quality writing for a variety of audiences, for example, in recording their observations about the weather. The displays presented by older pupils relating to their study of Bury St. Edmunds and their residential visit to Derbyshire clearly show a high standard of written work.
136. Resources are of satisfactory quality and the co-ordinator leads the subject well. The curriculum is planned effectively and meets the statutory requirements. Additional beneficial opportunities are presented through the small schools federation, where teachers and pupils come together with pupils and teachers from three other neighbouring primary schools. The curriculum is effectively extended through this arrangement helping to raise the standards reached by pupils. The teachers assess the pupils' work regularly to track and ensure their good progress.

HISTORY

137. For pupils at the ages of both 7 and 11 attainment is above nationally expected levels. This shows that standards have been maintained well since the last inspection. Pupils of differing prior attainment make good progress and achieve well over time and have a good understanding and knowledge of the subject.
138. Curriculum planning for geography and history alternates the subjects for each half-term. As a result it was not possible to observe or evaluate any teaching of history during the inspection. Judgements are based upon the scrutiny of pupils' work, discussions with pupils and teachers and an examination of the pupils' work on display throughout the school.
139. Evidence in pupils' books and on display around the school show that pupils aged seven have a good understanding of chronology. This is seen in the quality of their writing comparing the past

with the present. Pupils have begun to recognise some of the differences in the way the past can be represented and answer questions about the past, as for example, in a religious education lesson when considering the last journey of Jesus. Literacy skills are used and enriched well and this is illustrated in letters the pupils have written to Buckingham Palace.

140. By the age of 11, pupils show an increasing factual knowledge and understanding of features of history of Britain, as in their studies of the origins of the plague in Eyam, Derbyshire, the site of their residential visit. They use their knowledge well to describe and begin to link characteristics of past periods and societies, for example, studying social conditions in Victorian times, comparing and contrasting them with their lives today.
141. Their residential visit and links with pupils in the other schools in the 'Federation' provide good opportunities to link their work in history with other subjects in the curriculum, using art to illustrate their work and ICT to carry out research into historical topics.
142. Resources for the subject are adequate and augmented by artefacts from the Museum Service and items brought into school from home. These enhance the curriculum and have a positive effect upon the quality of pupil learning. The subject is well led by the Co-ordinator, who is well supported by the staff working well as a team.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

143. Standards in ICT are at nationally expected levels for pupils at the ages of 7 and 11. Many pupils reach these standards as a result of the work they do at home. The planned curriculum and the range of resources available have been improved satisfactorily since the last inspection. Plans are now in place for pupils to experience the full range of activities, including using computers to make, test, improve and refine sequences of instructions to make things happen, for example activating a floor robot or monitoring events. However, the implementation of the new curriculum has yet to impact fully on pupils' attainment.
144. To support the work in both key stages the school has replaced older computers with more up to date models which are all compatible with the new software and recently established Internet connection. In Key Stage 1 the teachers have concentrated on developing the pupils' awareness of ICT and its uses. By the time they are 7, pupils have acquired appropriate skills in using the mouse to draw pictures and to create labels. They write simple texts and extract information from a CD-ROM. Most pupils achieve satisfactorily in relation to their prior attainment in the key stage. In Key Stage 2 the teachers have focused strongly on developing pupils' skills on word processing and data-handling and as a result the pupils' attainments in these aspects are on course to meet the national expectations at the end of Key Stage 2 by the end of the school year. At the time of the inspection however, evidence shows that pupils currently in Year 6 have not developed their skills in the control, monitoring and modelling strands of the subject to the full. Therefore, the pupils' achievement in relation to their prior attainment is unsatisfactory in this key stage and overall.
145. Observations of pupils working with computers in subjects such as English and mathematics, however, show that an increasing proportion of pupils are improving their skills, particularly in word processing and data-handling. The subject is now given a greater emphasis across the school, and pupils' use of computers at home is having a positive impact on their understanding and skills. There is scope, however, to increase the use of computers in literacy and numeracy to support learning in other subjects.
146. From an early age pupils are systematically introduced to the notion of using computers to locate information, to explore words and text, to paint and sketch and to store and record written work. Pupils in Reception and Year 1 play number games, explore words and write sentences using the basic keyboard skills effectively. Pupils in Year 2 develop their skills in using the mouse to move the cursor on the screen and to choose appropriate tools. They continue to investigate number sequences and spellings and begin to store or print their stories and data successfully. In response to satisfactory teaching and planned opportunities, most pupils continue to make steady progress through Key Stage 1.

147. The improved expertise of teachers is enabling them to challenge pupils increasingly effectively, particularly higher attaining pupils and this is having a beneficial effect on their learning. In order to produce talking books for pupils at a local special school, Year 6 pupils work with other Year 6 pupils from a Federation of small schools to plan and produce these books. They develop the use of ICT to research information from the Internet, communicate with each other via e-mail, and use appropriate software to present data in a variety of forms. Most pupils make satisfactory progress when using computers to present, save and print their work. However, as most pupils have insufficient time and opportunities to develop their computer skills in controlling mechanisms or in using computers to model their ideas, learning in these strands is unsatisfactory. The school's development plan for ICT is intended to rectify this situation in the near future. Throughout the school pupils with special educational needs are supported well by regular opportunities to learn new words and spelling by using the laptop computers. Increasingly although opportunities are still insufficient, other pupils are using computer software and CD ROMs productively to support their work across the curriculum. For example, pupils in Year 6 use the Internet to support their topic on houses.
148. Teaching is satisfactory overall. Few teachers were observed teaching directly during the period of the inspection, and there was little evidence of recorded work, therefore, evidence is also based on observation of individuals and groups of pupils working with computers independently or with support from classroom assistants and helpers. Most teachers possess a satisfactory level of skill. In a series of sessions with a school governor, Year 5 pupils logged on to the Internet and with his support, produce additional pages for the school website, developing skills in retrieving and processing information. Younger pupils were observed using computers effectively to support their learning in other areas of the curriculum to support data handling, and in most classes pupils showed developing skills when using the computers to word-process their work.
149. When they are able to use computers, the pupils do so enthusiastically and show positive attitudes to learning. They co-operate and share ideas well. The teachers use questioning effectively to extend the pupils' thinking and to develop their skills. The teachers also promote warm relationships and this has a beneficial effect on pupils who in turn help each other.
150. Increasingly ICT is used effectively to enrich learning in other subjects. The pupils use computers to present their poems and print out samples of text and pictures from CD ROMs to support their studies in history and geography. Generally, however, the teachers make insufficient use of rotas to maximise the use of the computers and to ensure that all pupils have appropriate time to learn by using them. Consequently the quality and range of learning opportunities and equality of access available to older pupils is unsatisfactory. Opportunities to learn how to control mechanisms such as floor and screen turtles, and to use skills such as data-logging to record information, for example to present the results of a science investigation, remain insufficient.
151. The curriculum has been strengthened significantly over the last twelve months and now meets the statutory requirements. Positive developments include developing the expertise of staff through training and the school's access to the Internet. Resources are improved and are now satisfactory overall. However, the lack of space and the inaccessibility of the main bank of computers within the school restricts further development and overall provision is unsatisfactory. The headteacher as co-ordinator is working effectively to raise provision and standards and is seeking to develop the subject across the school. She has been successful in raising the teachers' confidence, in updating the hardware and software and has plans to implement the QCA scheme of work, which will ensure each strand of the subject, is taught. At this time, however, assessments of pupils' work are not used satisfactorily to inform future teaching and planning and this is a weakness.

MUSIC

152. By the ages of 7 and 11 most pupils attain standards which match those expected nationally. This shows that standards have been maintained by pupils aged 7 and have been increased by pupils aged 11 since the last inspection. The school has accomplished this by strengthening the curriculum to ensure that pupils are taught and experience all strands of the subject. In particular, the pupils' skills in composing, listening and appraising music are now appropriately developed and

this represents a good improvement since the last inspection. Several pupils also receive tuition in clarinet and recorder and attain standards which are above the national expectation by the time they reach 11 years of age.

153. Overall most pupils achieve appropriately in relation to their prior attainment. They enjoy their work, make satisfactory progress over time and acquire appropriate skills as they move through the school. Pupils with special educational needs also make satisfactory progress and receive sensitive support to ensure that they are fully included in learning during lessons. Potentially higher attaining pupils and the few gifted and talented pupils who have a specific interest in music attend the extra-curricular and instrumental lessons and make good progress.
154. A part-time music specialist undertakes most teaching in Key Stage 2, although other teachers also promote the pupils' listening skills in assembly and in recorder groups. The quality of teaching in the two lessons observed in Key Stage 2 ranged from good to very good and is good overall. The teacher used her very good knowledge to involve and challenge all the pupils equally and this enriched their learning. There was a good balance between direct teaching, through discussion and exposition, and practical 'music making' and performing activities. As a result the teacher ensured an effective emphasis on developing the pupils' skills. There were insufficient opportunities to judge the quality of teaching in Key Stage 1, but across the school, either in assemblies or in small groups, most pupils show very good attitudes in response to the teachers' careful presentations. The teachers manage the pupils' behaviour well and promote very good relationships which enable the pupils to share ideas and to learn well from each other. For example, pupils in Year 3 enjoyed their recorder lesson and made good progress in developing their skills. Occasionally the teachers provide insufficient time for pupils to listen and to reflect and to appraise music and this limits the pupils' learning. Learning was good in the lessons observed, however, music is not always used to full effect in promoting the pupils' learning across the curriculum.
155. Teaching is now supported effectively by a scheme of work, which places the required emphasis on developing pupils' skills, and the curriculum now covers all strands. Since the last inspection the school allocates specific teaching time to the subject and all classes have an appropriate lesson each week. This supports the teaching of all aspects. The role of the co-ordinator has improved since the last inspection. The peripatetic specialist music teacher now gives good direction to the subject and is having a positive effect on pupils' skills. However, the co-ordinator has insufficient time to monitor the quality of teaching and learning and other applications of music across the school. The peripatetic teacher skilfully combines class lessons with preparing the pupils for annual and other performances but, the time taken up by this work, occasionally restricts the wider development of pupils' skills, for example in singing, and standards are not as high as they are in other subjects. The co-ordinator has introduced effective procedures for assessing the pupils' progress. These are beginning to improve the emphasis on developing pupils' skills as evidenced by the improved performance of pupils aged 11.
156. Resources for learning are adequate and are generally used satisfactorily in lessons. The pupils' attitudes to work in the subject are enhanced by the annual performances at Christmas time but overall there is scope for the teachers to make greater use of the subject to enrich learning in other subjects and to promote the pupils' spiritual and wider cultural development.

PHYSICAL EDUCATION

157. Standards in physical education are at nationally expected levels for pupils at the ages of 7 and 11, and most pupils achieve satisfactorily in relation to their prior attainment. Pupils of all levels of prior attainment, including those with special educational needs, make satisfactory progress in their acquisition of skills as they move through the school. All pupils in Year 5 and Year 6 reach the nationally expected standard to be able to swim 25 metres, and most exceed this distance. Many of the older children have also gained the gold personal survival award. These standards have been maintained since the last inspection.
158. By the age of 7, pupils develop their basic skills, as in their dance work in Class 2, exploring simple actions with control and co-ordination. When given the opportunity they discuss difference

between their own performance and that of other's, suggesting improvements in their movements. Pupils are extremely aware of safety and know how to exercise safely in the confined space of the hall.

159. By the age of 11, pupils connect skills, techniques and ideas appropriately, as in a Year 5 and 6 lesson building a pattern of movement related to animal movements in the "Jungle Book". Pupils demonstrate precision, control and fluency in their movement and begin to construct a sequence. In both lessons observed during the inspection pupils increased their understanding from comparing and commenting on the skills, techniques and ideas in their and others' work, to improve their own performance, in rolling movements, in Years 3 and 4 and movement patterns in Years 5 and 6.
160. The quality of teaching is good overall but it is not always transferred into good standards as the result of the limitations of the indoor accommodation. The school hall is small and restricts both the quality and range of movement. Teachers plan carefully to present the best opportunities they can, for example dividing a class into two groups, to ensure that small groups are taught. Whilst there is a great deal of commitment and enthusiasm from teachers they are hampered by the quality of the accommodation. Given the restrictions of space, teaching methods are generally effective and pupils are well managed. Occasionally, the teachers offer the pupils too little to discuss, evaluate and improve their performance and this restricts progress. Time is used well, to maximise opportunities for pupils and the activities offered are extended through volunteer help to teach gymnastics, football and netball in after school clubs.
161. Additional physical education opportunities are also provided for older pupils through the small school Federation, where Waldringfield pupils take part in a range of sports events, throughout the year, with pupils from their neighbouring three village schools.
162. The teachers use a good policy and scheme of work to guide their work effectively. There is a need to ensure that it is consistently applied and that difficulties related to the unsatisfactory indoor accommodation are overcome. Overall, the resources for the subject are adequate, with good outdoor facilities, for example, the climbing frames provided by parents. The co-ordinator and staff team are working hard, with parents and the community to provide improved facilities, especially sufficient floor space, for indoor physical education in the new village hall.

RELIGIOUS EDUCATION

163. Pupils aged 7 and 11 years are on course to attain standards which exceed the expectations of the locally Agreed Syllabus. This represents a significant and good improvement compared to the variable standards identified at the time of the previous inspection. Overall, most pupils, including higher attainers and pupils with special educational needs, achieve well in relation to their prior attainment as they progress through the school.
164. The curriculum and teaching are firmly based on the requirements of the locally Agreed Syllabus and this ensures that the pupils are taught the full range of aspects primarily focused on the Christian religion but also encompassing other world faiths such as Islam, Judaism and Hinduism. Initially the pupils are encouraged to develop a knowledge and understanding of religious belief and practice by making comparisons with their prior knowledge and experience. Firstly with stories from the Christian religion and then, as they grow older, from a consideration of the celebrations of festivals and practices of other world faiths. The teachers make useful links during 'topic work' in history and geography and explore how faith can influence people's lives. The teachers also develop productive links with school assembly themes such as 'Forgiveness and Easter' and these also enrich the pupils' awareness of religious belief and practice.
165. The pupils show interest in the aspects studied and their very positive attitudes and relationships help them to establish a good understanding of the effect of religion on people's lives. Pupils in Key Stage 1 acquire above average knowledge of the importance of Jesus to Christians and make reasonable comparisons with special celebrations and the practices in Hinduism, for example. Pupils in Key Stage 2 learn to appreciate the factors influencing people's lives and begin to understand how people with different faiths gain succour from their belief. For example, they

consider why and how Muslims treat the Qu'ran as a 'sacred' book. By the end of the key stage the pupils have a good knowledge of Christianity and other world faiths and show good understanding of the ceremonies and festivals.

166. The quality of teaching ranges from good to very good, and is good overall. The teaching has a clear effect on the pupils' learning, which is also good. The teachers' thorough planning and their careful promotion of respectful attitudes are key elements in the effective teaching. Important strengths include the precise use of religious artefacts to promote the pupils' interest and understanding. For example, in a lesson to pupils in Years 5 and 6, the teacher presented and discussed a copy of the Qu'ran in full accordance with Muslim belief and practice and this enriched the pupils' awareness. In another lesson, in the Year 1 and 2 class, the teacher presented illustrations of biblical descriptions of 'Palm Sunday' and challenged the pupils to reflect in a respectful manner about Christian beliefs. Occasionally, teachers are less effective in ensuring that the pupils consider the effect of religious belief on pupils' lives and this restricts learning.
167. The teachers' have very good knowledge of the subjects and extend this well by diligent preparation of lessons. The teachers use questioning most successfully to promote the pupils' thinking and use their knowledge effectively in response. As a consequence the pupils know that their contributions are valued and willingly respond and extend their thinking. The teachers focus well on basic skills such as researching, comparing and contrasting religions, questioning and writing. They encourage the pupils to listen to other people's ideas and to learn from one another. For example in a lesson in Year 5 and 6 the pupils shared ideas about how Muslims keep and present their copies of the Qu'ran and this enriched their understanding. Teachers manage the pupils' behaviour well and share and promote positive relationships and attitudes and these underpin the successful learning.
168. As at the time of the inspection, the curriculum meets the legal requirements and the improved planning evident in subjects such as history and geography enriches it. The pupils' improved literacy skills also enable pupils to write in depth about resolving conflicts and key aspects of world faiths, such as the 'Five Pillars of Islam' and this extends their learning. The curriculum is also enriched by links with the local community, particularly through visitors to the school and through the joint activities planned through the local federation of schools.
169. The co-ordinator has significant experience and expertise and leads the subject well. She provides good advice to colleagues and monitors the pupils' work and standards effectively. In consultation with the local authority adviser, the co-ordinator has developed good assessment procedures and these are used well by the teachers to aid planning and future teaching. The staff share good practice effectively during curriculum discussions and this is supporting consistently good teaching and learning throughout the school.
170. Resources for learning are good. Generally they are used well to support learning but the geographical disadvantages associated with pupils being accommodated in small mobile classrooms some distance from the main school library and ICT facilities is a barrier to them making best use of available resources for research-based learning. However, through their industry and meticulous planning, the teachers partially make up for this deficiency by providing resources for learning in the classroom. This ensures that the pupils learn key facts and develop their understanding well. Overall, the discussions and the respectful considerations of other people's religious belief promote the pupils' spiritual development well.