

INSPECTION REPORT

BUNWELL PRIMARY SCHOOL

Bunwell

LEA area: Norfolk

Unique reference number: 120790

Headteacher: Mrs Corinne Boyce

Reporting inspector: John Messer
15477

Dates of inspection: 28 February - 2 March 2000

Inspection number: 192412

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
School category:	Community
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Bunwell Primary School The Turnpike Bunwell Norfolk
Postcode:	NR16 1SN
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr David Blackett
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Messer	Registered inspector	Science	What sort of school is it?
		Art	How high are standards? a) The school's results and achievements
		Under fives	How well are pupils taught?
			What should the school do to improve further?
Ann Taylor	Lay inspector	Equal opportunities	How high are standards? b) Pupils' attitudes, values and personal development
		Special educational needs	How well does the school work in partnership with parents?
Dennis Maxwell	Team inspector	English	How good are curricular and other opportunities offered to pupils?
		Information technology	How well does the school care for its pupils?
		Design and technology	
		Religious education	
Michael Raven	Team inspector	Mathematics	How well is the school led and managed?
		Geography	
		History	
		Music	
		Physical education	

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This village school has 110 pupils on roll and is smaller than most primary schools. Pupils are taught in four classes one of which has pupils in both Key Stage 1 and Key Stage 2. The headteacher teaches the class for the oldest pupils in Key Stage 2 for most of the week. No pupils are from ethnic minority backgrounds and all speak English as their first language. There are more boys than girls, particularly in the class for the oldest pupils. The proportion of pupils who claim entitlement to free school meals, 11 per cent, is below the national average. Children's achievements on entry to the school are broadly in line with those expected of four year olds. Seven per cent of the pupils have been identified as having special educational needs, which is well below the national average. The school is popular and 37 per cent of the pupils come from outside the immediate area as a result of parental choice.

HOW GOOD THE SCHOOL IS

This is a good school with some very good features. The pupils are provided with a rich curriculum and by the age of eleven they attain standards in English and mathematics which are above average. The standards attained by the current group of Year 6 pupils are better than those who took the National Curriculum tests in 1999. Provision for the arts is a strength of the school. The headteacher provides strong leadership and is well supported by governors and parents. Teachers are hardworking and provide high standards of care. Throughout the school teaching is good. The strengths of the school outweigh its weaknesses and the school provides sound value for money.

What the school does well

- Firm foundations for future learning are laid in the reception class.
- By the age of eleven, pupils attain standards in English and mathematics which are above average.
- A broad and balanced curriculum has been maintained which includes a strong emphasis on the arts and sporting activities.
- Teaching is good and results in productive learning opportunities for pupils who make good progress.
- The headteacher provides strong leadership and the school is well supported by parents and governors.
- The pupils enjoy school, are eager to learn, keen to succeed and are willing to concentrate hard.
- A caring ethos has been generated and relationships throughout the school are very good.

What could be improved

- Teachers do not always expect enough of higher attaining pupils in Key Stage 1.
- The school does not identify the weaknesses in teaching and learning with sufficient precision.
- The assessment of what the pupils can do is inconsistent.
- The pupils are not set targets so that they know what they need to do to improve.
- Pupils' work is not always marked in such a way that pupils understand how they can improve their performance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in February 1997 standards in English, mathematics and science have risen steadily in line with the national trend. There has been a steady improvement in the standards attained by pupils when they leave the school at the age of eleven. The school now uses the data from assessments of its performance to inform strategic planning and form the basis of its development plan. Data is still not analysed sufficiently, however, to identify areas of weakness. Assessment procedures in English and mathematics are satisfactory and inform further planning effectively but there is no systematic whole school approach to assessment in all subjects. Marking of pupils' work is more consistent but does not always help pupils to understand how they might improve their work. The youngest pupils now receive good extra support. The governing body has continued to explore opportunities to provide adequate accommodation to meet the needs of the curriculum. They have focused an exceptional amount of effort in this direction and plans have been

prepared for developing the accommodation, but no start date has been set for the building programme.

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
	1997	1998	1999	1999
English	B	B	B	D
Mathematics	C	B	C	E
Science	D	C	E	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that in 1999 pupils in this school attained standards which, when compared with all schools nationally, were above average in English, average in mathematics and well below average in science. These comparisons should be treated with caution as the number of pupils in the groups which took the tests was small. Inspection findings show that the current group of Year 6 pupils are performing at levels which are above national expectations in English and mathematics and are at levels which are in line with national expectations in science. These standards are high enough for the majority of pupils but higher attaining pupils do not always attain high enough standards. The comparisons with similar schools are based solely on the proportion of pupils who are eligible for free school meals. There is clear evidence that over the past three years standards attained by eleven year olds have been rising steadily in line with the trend nationally. The school is very close to meeting the targets which it has set for 2000 of 80 per cent of pupils attaining Level 4 in English and 75 per cent attaining this level in mathematics. The national tests for seven year olds in 1998 were poor because there was a high proportion of pupils with special educational needs in the year group. Results improved significantly in 1999 and the proportion of pupils who attained the national target of Level 2 was much closer to national averages in reading, writing and mathematics. Standards in other subjects are in line with national expectations except in music where standards are higher than those normally expected. Pupils attain sound standards in literacy and numeracy.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic and have very high levels of interest in their work. They show responsible attitudes and try to do their best.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils show respect for each other, for adults and for the school.
Personal development and relationships	Personal development is very good. Pupils are keen to take responsibility and show initiative. Relationships throughout the school are very good.
Attendance	Attendance is unsatisfactory despite the school's efforts to promote good attendance. Pupils enjoy coming to school.

Relationships between pupils, teachers and support staff are very good and this enables pupils to talk freely and ask questions confidently. Relationships between teachers and parents are very good and most parents feel able to approach staff openly. The unsatisfactory attendance record is largely confined to a small minority of parents who fail to ensure their children's regular attendance.

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.

Across the school teaching was always at least satisfactory; it was good in 56 per cent of lessons and very good in 14 per cent. The headteacher teaches the class for the oldest pupils and her exemplary practice is a key element in the strong leadership which she provides. Teachers maintain good relationships with pupils and this enables pupils to participate confidently in lessons. Teachers have good knowledge of the subjects they teach and specialist expertise in music and physical education supplements the strength of the team. Lessons progress at a brisk pace and teachers maintain good levels of discipline and control. Teachers plan and prepare lessons carefully but precisely which skills are to be taught during each lesson are not always defined with enough precision. Basic skills are taught well. Some Teachers' expectations of pupils, in both key stages especially those pupils with high ability, are too low.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A rich curriculum is provided which includes a strong emphasis on the arts and sport. A broad range of relevant and interesting studies is followed. A very good variety of after school activities, residential visits and school journeys extends pupils' learning opportunities.
Provision for pupils with special educational needs	Provision is good. Pupils who require extra learning support are identified quickly and effective extra teaching is provided, mostly on an individual basis or in small groups. Teachers match work closely to pupils' special needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development is cultivated well. Pupils are encouraged to reflect on issues which affect their lives and the lives of others. Spiritual awareness and self-knowledge are promoted when pupils contemplate the world around them. Pupils gain knowledge and insights into values and beliefs of others through religious education and the richness of art and music in the school. Pupils have a strong sense of social justice and a broad knowledge of traditional aspects of their cultural heritage.
How well the school cares for its pupils	Great care is shown by all staff for the pupils. Teachers have a satisfactory knowledge of pupils' specific learning needs but progress is often not recorded systematically. Individuals are supported well in their personal development but short-term targets designed to promote improved standards for each pupil are not sufficiently well developed.

The school works in close partnership with parents who provide good support. This helps to promote a positive learning ethos. A particular strength of the curriculum is that due emphasis is given to the key skills of literacy and numeracy whilst retaining a strong emphasis on art, music and sporting activities. The curriculum meets statutory requirements. Strong emphasis is also placed on ensuring pupils' welfare, health and safety.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership and the school actively seeks to improve standards. Monitoring of lessons and plans to make teaching and learning even better are not sharp enough. Recently subject co-ordinators have been given time to monitor teaching and learning but the impact of this monitoring is not yet apparent. Assessment of pupils' attainment and progress is not used systematically to plan the next steps in learning.
How well the governors fulfil their responsibilities	Governors work hard to support the school and fulfil their responsibilities effectively. They have been particularly strenuous and persistent in their efforts to improve the unsatisfactory accommodation.
The school's evaluation of its performance	Governors help the school to monitor and evaluate the quality of provision by regular visits. They have a good overview of the school's performance in general terms but have not paid enough attention to monitoring standards specifically in order to identify areas for improvement.
The strategic use of resources	Resources are used carefully and finances are allocated wisely. Financial administration is good and the principles of best value are carefully considered.

The school applies the principles of best value very well and the budget is used carefully and thoughtfully to maintain and develop the quality of education provided. Staffing is maintained at good levels and time is used efficiently. Learning resources are used effectively. The accommodation is unsatisfactory. There is no hall suitable for physical activities, the classrooms for half the pupils are in ageing, temporary, hatted accommodation and the reception classroom is very small. Plans have been proposed to upgrade the accommodation. A strength of the leadership is the good partnership that has been forged between the staff of the school, the parents and governors which helps to sustain an effective learning environment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children enjoy school. • The progress their children are making. • The good standard of behaviour. • The good standard of teaching their children receive. • The staff are approachable. • That the school expects their children to work hard and do their best. • That the school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The school working more closely with parents. • Being kept better informed about how their children are getting on.

There is a good measure of support for the school from parents. Inspectors endorse parents' positive views. Inspectors found that the school works closely with parents and provides a satisfactory amount of information about pupils' progress. The quality of contact between the school and parents is sound. There is an opportunity for parents to meet with teachers each year to discuss progress and school reports are clear. Reports do not always include targets for further learning. Parents do find the school approachable and staff are very willing to talk with parents about the progress their child is making if parents ask to see them. Parents are pleased with the range of out of school activities which the school provides.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. By the time they are five years old most pupils attain the nationally defined desirable learning outcomes in the six areas of learning specified in national guidance for five year olds. In language and literacy, in their understanding of mathematics, in creative and physical development and in their knowledge and understanding of the world they are well on course to meet expectations of five year olds. In their personal and social development most children exceed national expectations by the time they are five. Children are confident and seem assured in social situations, such as conversing with visitors. Most children enter the school with achievements which are broadly in line with expectations for their age and they generally make good progress in the reception class such that they are well prepared to tackle the National Curriculum when they are five years old. They make good progress as a result of the well structured learning environment in which a wide range of carefully planned activities is presented. Children are confident in their play writing and enjoy making simple booklets. Most speak well, are articulate and enjoy puns and verbal humour as when talking about setting the table and setting jellies for a class party. Children use paint well to create bold self portraits and imaginative landscapes. Their imaginative and physical development is fostered as they creep through an imaginary forest in the village hall as part of a movement lesson. Their knowledge and understanding of the world is enhanced as they walk through the village to meet a motorcyclist who explains all about how his machine works. They enjoy school and good foundations are laid for future learning.
2. There are two methods of indicating the school's test and assessment results; one gives points for all pupils who took the tests, which is described in this report as the school's overall performance, and another which gives the proportion of pupils who reach or exceed the national target of Level 2 at Key Stage 1 and the national target of Level 4 at Key Stage.
3. In the National Curriculum tests for eleven year olds in 1999, pupils' overall performance in English was above the national average when compared with all schools nationally though below average when compared with similar schools. The comparison with similar schools is based on the proportion of pupils who are eligible for free school meals. In mathematics the school's performance was average when compared with all schools and well below average when compared with similar schools. In science the school's performance was well below average when compared with all schools and when compared with similar schools, largely because a very low proportion of pupils attained the higher Level 5 standard. In all three subjects these results were better than those achieved in 1998 and much better than those achieved at the time of the last inspection. There has been a steady improvement in results at the end of Key Stage 2 since 1996 in English and mathematics though the school's performance in science has been much more erratic and results dipped in 1998 due partly to very few pupils attaining standards which exceed the national target of Level 4.
4. In the National Curriculum tests in 1999, the proportion of eleven year old pupils who attained at least the national target of Level 4 in English was above the national average. The proportion of pupils who attained the higher Level 5 standard in English was close to the national average. The proportion who attained at least Level 4 in mathematics was close to the national average and the proportion of pupils who attained the higher Level 5 standard was below average. In science the proportion of pupils who attained at least Level 4 was close to the national average but the proportion who attained the higher Level 5 standard was well below average. Inspection findings do not entirely reflect the 1999 test results and indicate that the current group of pupils in Year 6 are performing at higher levels than last year's group. By the time they leave the school at the end of Key Stage 2, most pupils are on course to attain standards in English and mathematics which exceed national expectations of eleven year olds though standards in science are likely to be in line with the standard expected. In English and mathematics the structures promoted by the National Literacy Strategy and the National Numeracy Strategy have helped to improve the effectiveness of pupils' learning. The school is maintaining a trend of steady improvement in English and mathematics at Key Stage 2 which mirrors the national trend but at Key Stage 1 results are more erratic. This is partly because each group of pupils in each year group has different characteristics and a different proportion of higher and lower attaining pupils and also because the varying number of pupils in each year group means that in certain years a class of pupils from two key stages has to be formed, as is

currently the case. This results in a class of pupils at widely differing stages of development and requires complex planning in order to meet the needs of all.

5. In the National Curriculum tests and assessments for seven year olds in 1999, pupils' overall performance in reading, writing and mathematics was slightly below the national average when compared with all schools. When compared with similar schools pupils' overall performance was well below national averages in reading, writing and mathematics. The proportion of pupils who attained at least the national target of Level 2 in reading, writing and mathematics was below the national average as was the proportion who attained the higher Level 3 standard. In the tests in writing and in the teacher assessments in science no pupils have attained higher than the national expectation over the past three years. In mathematics at Key Stage 1 very few pupils attain standards which exceed national expectations. Inspection findings show that not enough is expected of higher attaining pupils at Key Stage 1 and this is partly the reason for under achievement. Another reason for the school's performance not meeting national averages is that, over recent years, there have been very few exceptionally able pupils attending the school and it has not been possible to identify any especially gifted or talented pupils.
6. The National Literacy Strategy promotes good progress and sound standards are attained. Lessons are well planned and structured so that pupils are able to make progress in steady stages, moving from one element of language, such as alphabetical order, to working with dictionaries, thesauruses and using glossaries and indexes. In Key Stage 2 many pupils have a wide knowledge of authors and reading for pleasure is promoted consistently across the school.
7. Good progress was seen in mathematics in both key stages where the National Numeracy Strategy is beginning to have a positive impact on the quality of pupils' learning. Pupils rise to the challenges presented in the introductory mental arithmetic sessions and make good progress in the quick recall of number facts. Standards are satisfactory. Pupils have valuable opportunities to use their numerical skills in other areas of the curriculum, such as recording data in science and using skills of accurate measuring in design and technology.
8. By the end of Key Stage 2 pupils attain standards in science which are in line with national expectations. This finding concurs with the National Curriculum test results in 1999 which showed that 79 per cent of pupils attained the national target of Level 4 compared with 78 per cent nationally. Pupils have a good knowledge of how electrical circuits work and how to test materials for conductivity. Older pupils know about the solar system and are interested in astronomy. They have a good understanding of the workings of the human body and know about the life cycles of plants and animals. Their ability to set up experiments and select the required apparatus independently is not as well developed as the other aspects of the subject.
9. By the time they leave school pupils have developed a good knowledge and understanding of a range of artists as well as sound skills in creating two-dimensional and three-dimensional work. In design and technology pupils are becoming increasingly skilled at developing designs, making models, such as puppets or boats, according to their designs and evaluating their products critically in order to consider improvements. Pupils have a good sense of chronology and a good understanding of the main characters in different epochs, such as Henry VIII and events in Tudor times and Florence Nightingale in the Victorian period. By the age of eleven they have good geographical knowledge and mapwork skills. Pupils' ability to use information technology is secure and the school is awaiting a government grant to enhance provision and improve standards further. Pupils have well developed musical skills and the oldest are becoming good at singing, playing recorders and composing. In physical education pupils display good levels of co-ordination, well developed games skills and most attain the end of Key Stage 2 target of being able to swim 25 metres. Pupils' attainment in religious education matches the expectations of the locally agreed syllabus. As well as a good understanding of Christianity they show a good understanding of other major world faiths. They display high levels of sensitivity to the beliefs and values of others.

Pupils' attitudes, values and personal development

10. Pupils enjoy being at school and this is shown in their good attitudes to their work, in the very good relationships that exist and the very good behaviour that they display. These are all important school strengths which are helping pupils to learn effectively. Parents confirm that their children enjoy school.

11. In all of the lessons seen, pupils' attitudes were always satisfactory, mostly they were good and often very good. Pupils with special educational needs have good attitudes to their work and they enjoy the activities where they are withdrawn from the class for individual support. All pupils are interested in what is happening in lessons; a sign of this is their willingness to bring in related books and other artefacts from home. Teachers encourage them to do this and value their contributions. For instance, in assembly, a pupil brought in a Braille copy of a magazine, which was shared with everyone. Another had brought in a piece of music which was to be played the following week. One pupil confidently volunteered that he knew of a famous person who was disabled, Stephen Hawking, and the Headteacher skilfully followed this up with her own experience of seeing this person.
12. Pupils have good skills of listening. They are used to listening and appreciating different types of music, especially in assemblies. They clearly enjoyed listening to music from Evelyn Glennie, played during all the assemblies over the week. In a music lesson, Year 5 and 6 pupils listened carefully to a recording of pupils from another school who had made melodic sequences for World War Two slogans.
13. Enthusiasm for lessons was typified when the youngest pupils went to visit the outdoor playground, in the village. Here, the aim of the science lesson was for them to discover the many kinds of movements, such as the pushes and pulls on a swing. The pupils were bubbling with enthusiasm yet remained focused, keen to talk about how the play equipment was moving.
14. Behaviour is very good and the pupils respond very well to the quiet, calm air of discipline in the school. Parents are very pleased with the standards of behaviour and are confident that any kinds of bullying or harassment are extremely rare. Inspectors endorse this positive view. There have been no exclusions in the history of the school.
15. Pupils are polite, friendly and pleased to talk to and show their work to visitors. They act responsibly around school. One small example is the way in which older pupils made sure inspectors all had hymn books in assembly, realising that on the first day, they had been without.
16. This is a happy school where the quality of relationships is very good, both between pupils and each other and between pupils and adults. Everyone plays a part, especially the older pupils, in making sure that the day to day events runs smoothly. For instance, the oldest pupils are dinner monitors and they help to serve lunches and clear away the hall afterwards. Older pupils display a good deal of initiative in compiling magazines which they sell to other pupils. They also compile quizzes during their lunch and break times. At the end of the summer term, the Year 6 leavers prepare a tea for parents, as part of their leavers' celebration. The opportunities the school provides for pupils to show independence and initiative in their own learning during the school day is not so well developed.
17. The school's attendance figure is below the average for primary schools nationally. It has fallen since the last inspection when it was in line with national averages. This is a cause for concern. There are some parents who take holidays during term time, as was the case at the last inspection. There is also a minority of parents who allow their children to have more than the usual number of occasional days off for "sickness" and have a general lack of concern for the importance of their child's regular attendance at school.

HOW WELL ARE PUPILS TAUGHT?

18. Teaching was never less than satisfactory in lessons observed. Across the school teaching in nearly three quarters of lessons was at least good and in a significant proportion of lessons was very good. Teaching for the under fives was good in two thirds of lessons and very good in a third. Firm foundations for future learning are laid in the reception class. Teaching in Key Stage 1 is good and occasionally very good in just over a half of lessons and sound in the remainder. Teaching at Key Stage 2 is good and occasionally very good in just over three quarters of lessons and sound in the remainder. In both key stages teaching is good in English, mathematics, information technology and music. In religious education it is good in Key Stage 2 and satisfactory in Key Stage 1. Overall teaching is satisfactory in both key stages in science, design and technology, physical education, geography and history. There was insufficient evidence on which to make judgements about the quality of teaching in art.

19. Literacy and numeracy are taught well and this has a positive impact on the skills pupils' learn. Teachers follow the planning framework associated with both strategies and lessons are well structured to ensure a good pace in learning skills. Pupils are encouraged to use the skills that they have developed in literacy well in other subjects, such as geography, history and religious education, where they show that they can use their writing skills and their research skills effectively. They are encouraged to apply their skills in numeracy to aspects of science when, for example, they reflect on the distances of the planets in the solar system from the earth.
20. Teachers have good knowledge of the subjects they teach and extra expertise is provided by employing specialists in music and physical education. Reading is taught well and there is a good balance in terms of teaching phonics alongside whole word recognition. The teaching of phonics and whole-word recognition is not always well matched to pupils' specific needs because records of the stages which pupils have reached are imprecise.
21. Teachers' reading records are insufficiently detailed to highlight the next steps in learning so teachers do not know enough about pupils' learning needs in order to plan accordingly. An enthusiasm for reading has been developed and pupils are encouraged to read a good range of fiction as well as non-fiction books. Writing is taught well and pupils make good progress. The oldest pupils write extensively and lucidly, using correct grammar. Spelling is taught systematically and pupils develop a good handwriting style. Mathematics is well taught and pupils make good progress in their learning and develop positive attitudes to number work. Teaching in science is satisfactory and there are examples of good teaching in both key stages.
22. Teachers have very good relationships with pupils and this helps to develop good attitudes to learning. Teachers' planning is thorough and where teachers share the learning objectives of a lesson with the pupils, learning is more focused and a serious approach to achieving the objectives is created. Where the pupils remain unaware of the objectives, learning is less effective because pupils are not always sure what is expected of them. Where teachers have high expectations of pupils, learning accelerates. This was seen, for example, in a lesson on drawing accurate circuit diagrams. A great deal of new knowledge and understanding was imparted in a short space of time. The pace of the lesson was brisk and pupils rapidly acquired new skills. Teaching was based on a clear understanding of pupils' previous levels of attainment. Systems for assessing pupils' attainment and progress in order to inform future lesson plans are not sufficiently well developed. This means that teaching is not always precisely targeted to meet pupils' learning requirements. Teachers mark pupils' work carefully but marking rarely gives pupils an indication of what they should do to improve their performance.
23. Pupils are well managed and standards of discipline are high. In lessons at both key stages there is usually sufficient challenge to stretch all pupils but this is not always the case. Teachers do not always provide sufficiently well structured lessons so that the needs of pupils at different stages of development are appropriately met. This was evident at the end of Key Stage 1 where too little was expected of more able pupils in writing. In Key Stage 2 expectations of older pupils to use their initiative and design their own experiments in science were too low and there was an over reliance on the use of work sheets which constrained pupils' ability to use their initiative in recording findings.
24. Teachers have a good knowledge of pupils with special educational needs. The teaching meets their needs, both through support where they are withdrawn for individual sessions and where they are taught within the classroom. They make good progress in their learning and achieve satisfactory standards relative to their capabilities. Pupils' learning is effective because they generally enjoy what they are doing, teachers have a good understanding of the pupils' capabilities both academically and socially, and the work is usually well matched to their capabilities.

25. Lessons start on time and proceed at a brisk pace. Resources are used well and a variety of activities maintain interest and stimulate enthusiasm. Computers are used effectively but the school is still awaiting a government grant to enhance provision. An appropriate amount of homework is set and this helps to promote effective consolidation of learning. The generally good teaching results in effective learning and pupils make good progress. They learn a great deal as a result of the broad and balanced curriculum which is taught. The good teaching ensures that pupils are prepared well for the next phase of their education.

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

26. The school provides good quality learning opportunities for the pupils overall that reflect the aims of the school. This maintains the quality since the previous inspection. The school has good procedures to bring staff together for curriculum planning for the whole school. The teachers use national and local guidance to identify areas of learning for each subject. They take particular account of the need to provide equivalent experiences to pupils in year groups that are split into different classes. The resultant planning takes good account of this, and ensures good continuity and progression from reception to Year 6. The curriculum is good at both Key Stages 1 and 2, and there are strengths across the school in several subjects or activities. The quality of experiences and activities provided in English, art, history and religious education is good for example, having a good structure and a clear theoretical basis. The curriculum is balanced and broadly based, covering all the National Curriculum subjects and religious education. The curriculum meets statutory requirements, with appropriate time allocated to each subject. Most class timetables are sensibly structured to provide sufficient time for planned tasks, although on occasions more time is allocated than is suggested in national guidance. The school plans to review the requirements for all subjects in the light of the new National Curriculum.
27. The curriculum is extended by several extra-curricular activities, such as the French, drama and games clubs. Parents appreciate these opportunities for their children. The school holds a residential visit that is intended to have a positive effect on pupils' personal development as well as their subject understanding. Community links contribute well to the pupils' learning. The school makes frequent use of visitors, such as a local resident to discuss Judaism, and an ex-pupil to talk about the time evacuees came to the village during World War Two.
28. The National Strategies for literacy and numeracy have been successfully implemented throughout the school. Teachers plan these sessions carefully to ensure good progression throughout the week. The good topic structure for the whole school helps bring cohesion to the curriculum and encourages teachers to identify connections across subjects. For example, the structure for design and technology has good coverage and progression, with links to the class topic. Also pupils are developing their capabilities in information technology by preparing a class magazine in Year 6. The choice of topics relates well to the pupils' interests and stages of learning, making most tasks relevant to their lives. Most activities promote the attainment, aptitudes and interests of pupils well, although there are occasions when the higher attaining pupils are not sufficiently challenged.
29. The school provides many rich experiences in literacy, and promotes interest in books. The teachers provide mostly worthwhile experiences in mathematics, using the numeracy materials. Literacy and numeracy are applied across the curriculum in many ways, for example in science, design and technology, and in history. Pupils make local visits for geographical studies and enquiry skills in history are now well established, often enabling pupils to use the skills they have developed in information technology. Pupils have many opportunities to write about characters, events and artefacts. Music and physical education are significant elements of the curriculum and extend pupils' wider interests. The pupils have good opportunities to take part in competitive sport against other schools. Pupils have many opportunities to reflect on the spiritual dimension of life, and gain insight into values and beliefs. The school has an effective personal, social and health education programme, which includes health education, sex education and drug misuse.
30. The school takes care to secure full access and opportunity to the curriculum for all pupils, including those with special educational needs. Procedures to identify pupils with any form of special educational need are good, and help to identify and provide for pupils early in their school life. The continuous assessment of their learning needs is effective in helping to make

good provision for the pupils. Teachers provide suitable homework to support the curriculum, with an increased amount for older pupils.

31. The overall provision for the pupils' spiritual, moral, social and cultural development is good, and has been maintained since the previous inspection. Provision for pupils' spiritual development is good. Assemblies are held daily when the whole school meets together to consider a well-chosen theme. During the week of the inspection it related to disability, and the music and discussion had a positive effect on pupils' spiritual development. The quality of assemblies reflects the aims and values of the school very well. In the classroom context, pupils in Year 6 thought carefully about a story conveying the feelings and difficulties of child refugees fleeing Germany, and the causes lying behind the evacuation. Religious education provides pupils with a good insight into the nature of religious belief. Moments of spiritual awareness occur in other subjects, for instance during art and music, when pupils see the effects of the colours and textures. Teachers pick up opportunities for spiritual development within activities, but seldom plan for them directly.
32. Provision for moral and social development is good. The school's behaviour policy is implemented thoughtfully throughout the school providing a clear framework for pupils' moral development. The school has high expectations for behaviour, which are supported by the parents. Teachers help pupils to discuss and reflect on their behaviour and on the reasons for school and class rules. All adults in the school provide good role models and help pupils understand right from wrong, and the consequences of inappropriate behaviour. Pupils' social development is promoted by having many opportunities to take an active part in lessons, answering questions and taking part in discussions, or working in groups and presenting their findings. School visits and the residential trip are valuable experiences for pupils' social development. Throughout the school pupils are encouraged to listen to each other, and to work together co-operatively. Teachers change the social groups of the pupils to promote social exchange. Pupils take responsibility within their own classroom for a few routine matters. The older pupils help, for example, in assemblies and many pupils take part in presentations to the whole school.
33. Provision for cultural development is good. Teachers introduce pupils to the work of a good variety of western artists, such as Mondrian, and of musicians such as the deaf percussionist, Evelyn Glennie. Pupils hear music from a range of cultures and the school's percussion instruments include a few from other cultures. The school library contains books which reflect cultural backgrounds. There are opportunities to appreciate the diversity of the multi-cultural society in which pupils live through visits and visitors to the school, as well as chosen tasks. The school has developed good links with the community. Governors and other local personalities visit the school and share their memories and traditions. The school has effective links with the secondary school to which the pupils transfer. The head of the secondary school's mathematics department, among others, visits the school regularly to teach the older pupils. There are also links through joint music and dramatic performances.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school provides good levels of care for its pupils in an atmosphere where teaching and learning are flourishing. The small nature of the school means that staff have a good knowledge of individual pupils and their personal and social development.
35. The school's arrangements for child protection are satisfactory and the named person with responsibility has appropriate understanding and training. Arrangements to ensure the health and safety of pupils are good. In particular, the school takes extreme care when pupils walk to the village hall. Here, procedures have been well thought out and are consistently applied. Adults wear reflective jackets, children cross the road in silence and a new entry into the hall grounds has been made to ensure the children soon reach safety away from the busy road.
36. Staff provide a good level of individual support for pupils with special education needs. They are quick to identify individual pupils with potential difficulties who then receive a good level of support for their personal and academic needs. Being a small school, staff know their pupils very well, and carry with them much informal information, not always formally recorded although some teachers do use class log books to jot down information.
37. The standard of behaviour in the school is very good. Parents are pleased with the high standards of behaviour and they particularly appreciate the way in which older pupils are

encouraged to care for the younger ones. Pupils seem naturally well behaved, and there is an atmosphere of calm discipline in the school. The school is a place where pupils get on well with each other and any kind of oppressive behaviour is extremely rare. Staff have high expectations about the manner in which pupils should behave and the headteacher gives a strong lead in this respect.

38. Pupils' attendance rate is below the national average and is a cause for concern. It has fallen since the last inspection. The school makes every effort to encourage good attendance but a very small minority of parents do not share a concern for regular attendance. The school rewards good attendance from time to time and there is appropriate liaison with the Educational Welfare Officer concerning individual pupils. Regular, consistent messages to parents about the importance of good attendance and the undesirability of taking holidays during school time are sent in newsletters.
39. On a few occasions pupils are setting themselves personal and academic targets. However, this practice is not consistent across the school. The school uses several methods to recognise pupils' achievements, such as stickers, stamps, certificates and a weekly cup presentation for one pupil in each class, which promote good behaviour, work and progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents are mainly happy with the school; they particularly appreciate the family feel and the individual care pupils receive as a result of the school's relatively small size. There is good informal contact between staff and parents both before and after school and parents agree that staff are approachable if they need to talk to them. Parents at the meeting were mainly happy with most aspects of school life and these positive views were echoed in the parent's questionnaire and in the conversations with parents during the inspection.
41. However, many parents are very concerned about the quality of the accommodation, which they feel is poor, and they made their feelings very clear to inspectors. The accommodation is of an unsatisfactory quality, and inspectors agree with parents about this. However, it does not prevent the National Curriculum from being taught and the alternative arrangements, whereby pupils use the village hall, allows the curriculum for physical education to be taught effectively. The accommodation is not adversely affecting the standard of education pupils are receiving though much time is spent travelling to and from the village hall.
42. Parents are also concerned about the danger to pupils when crossing the busy road to the village hall. The school is doing all it can to ensure the journey is safe and is taking all appropriate precautions in this respect.
43. A third of those parents who replied to the questionnaire do not feel well informed about their child's progress and the view from a quarter of replies showed they feel the school does not work closely with parents. The quality of information to tell parents how their child is progressing is satisfactory. There is an annual parents' evening and the headteacher informs parents that the door is always open for parents to call in, if they want to receive more information. This is also clearly stated in the school prospectus and the termly newsletter.
44. Pupils' annual reports, issued at the end of the school year, give parents a clear view of how pupils are progressing together with an overview of what pupils have been studying. They do not tell parents the areas pupils need to improve upon or suggest targets for parents to work on with their child. This is an area for development.
45. Letters from the school are frequent and keep parents well informed about day to day events. Other information, such as the school brochure, the Welcome to Bunwell leaflet and Governors' Annual Report provide straightforward and helpful information. Governors enhance the information sent home by producing their own newsletter- this is an innovative idea and provides another useful way of liaising with parents.
46. The demonstration evenings when parents are invited to learn about the curriculum are of particular benefit in helping parents to understand what is being taught. Previous evenings have covered technology, numeracy, literacy and multi-cultural education. Some parents at the meeting with inspectors said that, whilst they value these curriculum evenings, they would also like to know more about what their child is currently learning. For parents of the youngest children, details of current topics are displayed on the class door. This is useful for those who

bring their child to school every day. Letters telling parents about the many visits out do explain how they enhance topics pupils are studying. The school does not have a consistent method of sharing with parents the current focus for learning, nor of suggesting ways parents can support this at home. This is an area for development, in order to help the home and school work more closely together.

47. The work of the 'Friends of Bunwell School' is having a significant impact upon facilities in the school. They raise a substantial sum of money each year which allows the purchase of additional equipment and helps to pay transport costs for visits out. Recent purchases have included wheeled toys for the very youngest children. The Friends group also provides a focus for pupils and parents in terms of organising different social activities and serves to bring parents together, with a shared aim of helping the school.
48. A small number of parents provide regular support by helping in class, carrying out "behind the scenes" tasks and running the book club. This is helping to improve the quality of education the pupils receive, for instance, these helpers are able to spend extra time in listening to pupils read. The quality of parental support for learning at home is good. Most parents listen to their child read regularly and help them with spellings, tables and other homework. If teachers ask pupils to find out things at home, which they often do, parents support and encourage them in their research.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The headteacher gives strong leadership, working with the close support of staff with management responsibilities. The quality of management has been successfully maintained since the last inspection. The management of the school effectively promotes a steady sense of educational purpose which is shared by all staff. Teachers and support staff have a clear understanding of their responsibilities and work hard as a team. Staff, including support staff, have clearly defined delegated responsibilities and these are spelt out in the school management plan. The school is successful in implementing the appropriate aims, values and policies set out in the school management plan. The positive attitudes and close collaboration of the school's staff have led in recent years to the successful management of the National Literacy Strategy and the recent introduction of the National Numeracy Strategy. These are having a positive impact on standards. The school has been successful in providing more support for the youngest pupils, as called for in the last inspection report. However, assessment information is still not used as well as it might be to help teachers plan future work for pupils. Marking of pupils' work has improved but it does not often give pupils enough advice on what to do to improve. The headteacher has ensured that the school maintains a broad and rich curriculum.
50. The school has unsatisfactory procedures for monitoring and assessing pupils' academic performance and personal development. The school carries out a base-line assessment within the first few weeks of a pupil entering reception class, and this information is used effectively to identify needs and plan the curriculum. Pupils are given a reading test in Year 2 that helps to identify progress. Pupils in Years 3, 4 and 5 take the non-statutory National Curriculum tests each year and the results of these tests are used appropriately to monitor longer-term progress and to set targets for the following year. There are good procedures for using these assessments to support pupils with special educational needs. Individual educational plans are prepared carefully, provide realistic targets, and are reviewed regularly for pupils' personal and academic progress. The weaknesses occur in how the test information is applied on a weekly basis, and in the lack of school procedures for monitoring achievement. The long-term targets for English and mathematics are not interpreted sufficiently to identify immediate targets that are shared with pupils. While pupils' work is marked, there are insufficient comments to clarify what pupils have achieved and to help them understand what requires further work. Lesson planning is based carefully on work identified for the different year groups, but this is not translated into manageable assessment procedures. There are inadequate school recording systems for the core or the foundation subjects to note pupils' attainment and progress. There is, consequently, insufficient evidence of pupils' understanding to guide curricular planning, other than what teachers have observed and occasionally recorded.
51. The governors take a close interest in the school. They have developed an appropriate committee structure to enable them to discharge their duties efficiently. The small finance committee in particular manages its responsibilities very effectively and keeps the full governing body well informed. A number of governors regularly visit the school and there are

appropriate links between individual governors and classes. They appropriately review the school's policies as set out in the school management plan. Governors consider the results of annual national tests and assessments and discuss these with the headteacher. The inadequacies of the accommodation provided by the school have taken much governor time and energy for some considerable period now as they have tried to bring about improvements. Their proper concern with improving the accommodation has taken much time and energy which has diverted attention from curricular issues. A number of governors have been involved in appropriate training to help them fulfil their roles more effectively. For example, there has been training on the National Literacy and Numeracy Strategies. The governing body fulfils its statutory duties satisfactorily. There is a shortcoming concerning the appraisal of the headteacher, although the appraisal of teachers is in order. There are also some minor documentary omissions that the school is committed to tackle speedily.

52. The headteacher and subject co-ordinators examine aspects of teachers' lesson planning and, through their own active teaching commitments, acquire important insights into the quality of work being done. The headteacher monitors teachers at work about once each term as her heavy class teaching commitments do not enable her to visit classrooms more frequently for formal monitoring. There is therefore too little systematic monitoring of teaching to identify strengths and weaknesses. This has been recognised by the school and budgetary allocations have been directed towards enabling teaching staff to monitor the quality of education provided more effectively. There are appropriate procedures for subject co-ordinators to monitor teaching in their subjects, using release time from classes which has been arranged recently.
53. The headteacher and governing body make insufficient use of assessment data, including the National Curriculum test results, to consider trends in performance. For example, the same Year 6 cohorts achieve close to the national average for Level 5 in English but below average in mathematics and well below in science, yet these differences have not been the subject of discussion. Governors have not explored the reason why over the past five years a very low proportion of seven year old pupils have attained Level 3 in writing, mathematics or science compared with the proportions who attain this standard nationally. The assessments are not used effectively to detect gaps in pupils' knowledge and understanding so that they may be remedied. In-service training on assessment takes place and the school has built portfolios of work to help make judgements about standards. The yearly reports to parents are clearly written but do not always identify areas for improvement.
54. The management and co-ordination of special educational needs are good and the requirements of the nationally agreed Code of Practice are in place. The school's policy for special educational needs is appropriate and has been recently reviewed. Appropriate support is given both in classes and through the withdrawal from class of individuals and small groups. Pupils' individual educational plans contain clear targets, are used well and updated as needed. The governor responsible for special educational needs has a good level of awareness of pupils' different needs, and provides appropriate support for the special needs co-ordinator. The school is committed to the provision of equal access to the curriculum and extra-curricular activities for all pupils. It achieves this aim well.
55. The school's development plan is good. It sets out a number of appropriate priorities for the school's development over a three-year period until 2002. Evaluation and success criteria are clearly defined. The plan includes targets for the review of the school's policies; the implementation of the National Numeracy Strategy; improvements in the provision for history, physical education and music and the continued development of health education. Appropriate staff training opportunities to support educational developments are appropriately identified and costed. The management plan is drawn up following an appropriate range of consultations among staff and governors.
56. The school has developed good financial planning arrangements. There are planned links between the school's identified priorities for development and the allocation of funds from the school's budget. The governing body receives regular detailed and accurate information based on monthly budget statements which are translated helpfully into a more 'user-friendly' format by the chair of the finance committee. They prudently retain a small contingency fund, although this is lower than the recommended five per cent of the total budget. Care is taken to obtain the best value for money in regard of goods and services provided to the school, for example by obtaining competitive quotes for the provision of coaches for school trips and for the supply of resources such as paper and pencils.

57. Effective use is made of new technologies, including information and communications technology and electronic mail, to support the administration and management of the school.
58. The school has an appropriate number of teachers who are well qualified to teach the full range of the curriculum. There is a good blend of established and more recently appointed staff. Teachers who co-ordinate subjects have appropriate knowledge and skills, except in regard to arrangements for monitoring and evaluating the quality of teaching in their subjects. There are appropriate levels of staff including support staff to cater for the special educational needs of pupils. The school arranges an appropriate level of training to help teachers keep up to date. There has been appropriate training recently to enable teachers to implement the National Literacy and Numeracy Strategies. Arrangements for the induction of newly appointed staff are satisfactory. In addition to some formal induction procedures teachers are appropriately supported informally by the headteacher and colleagues. The school's administrative staff are efficient and contribute very well to the smooth administration.
59. The quality of the accommodation is unsatisfactory. It has not improved since the last inspection, despite being a key issue for action at that time. Staff work hard to overcome the shortcomings of the accommodation and are largely successful in doing so. The deficiencies in the accommodation do not have a significant effect on standards, although the lack of a safe outdoor activity area for the children under five means that the physical development element of the desirable learning outcomes for these children are not fully met. The mobile classrooms are unattractive externally and are over-crowded, although they are attractively presented inside, with good displays of pupils' work. The lack of suitable space for indoor physical education lessons means that a certain amount of teaching time is wasted in walking to the village hall and back. The lack of suitable climbing apparatus at the village hall means that not all elements of the physical education programme can be taught.
60. The resources available to the school are adequate in quantity and quality. They are readily accessible and carefully stored, although the lack of storage space means that many resources, for example for music, must be stored in teaching areas such as the school hall. The library is adequately stocked with a broad range of children's literature and reference books, including some that promote understanding of religions and cultural traditions around the world. Resources for information technology are adequate, although the school awaits its National Grid for Learning funding from central government. Taking into account the positive learning ethos, the very good behaviour of the pupils, the generally good teaching and the mostly satisfactory standards which are attained, the school provides sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to improve standards further the headteacher, staff and governors should:-

- clearly identify and communicate the next steps in learning by:
 - refining procedures to assess pupils' work and progress so that there is a clear picture of areas for development and what should be learned next;
 - defining short-term learning targets for pupils;
 - sharing learning targets with pupils and parents. (paragraphs 20, 22, 38, 50, 90)
- improve the consistency of teaching by:
 - raising teachers' expectations of the progress which pupils make;
 - developing a programme for regular classroom observations designed to identify strengths in the quality of teaching as well as areas for development;
 - establishing clear set of agreed criteria against which to measure the quality of teaching.
 - using data derived from the assessment of pupils attainment and progress to plan the next steps in pupils' learning. (paragraphs 27, 39)
- improve the quality and usefulness of reading records by:
 - recording details of pupils' common errors;
 - discussing common errors with children and setting short-term targets to overcome them;
 - developing a system which clearly shows progress in reading skills;
 - encouraging pupils to maintain evaluative records of the material which they read. (paragraph 21)

62. Other less significant weaknesses which should be addressed in the action plan:

- attendance is below the national average. (paragraph 37)
- annual progress reports to parents do not always indicate areas for further improvement. (paragraph 44)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	56	31	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	110
Number of full-time pupils eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	8

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	4
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%
School data	8.8
National comparative data	5.7

Unauthorised absence	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	6	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	8
	Girls	4	4	4
	Total	11	11	12
Percentage of pupils at NC level 2 or above	School	79 (51)	79 (63)	86 (75)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	8
	Girls	4	3	4
	Total	11	10	12
Percentage of pupils at NC level 2 or above	School	79 (88)	71 (63)	86 (88)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	7	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	9
	Girls	7	6	6
	Total	15	14	15
Percentage of pupils at NC level 4 or above	School	79 (73)	74 (73)	79 (73)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	9
	Girls	7	6	6
	Total	14	14	15
Percentage of pupils at NC level 4 or above	School	74 (64)	74 (73)	79 (73)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	110
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	4.5
Number of pupils per qualified teacher	24.4
Average class size	27.5

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	35

FTE means full-time equivalent.

Financial information

Financial year	1998/1999
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	£
Total income	186,287
Total expenditure	182,601
Expenditure per pupil	1,826.01
Balance brought forward from previous year	3,778
Balance carried forward to next year	7,464

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	111
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	35	0	0	2
My child is making good progress in school.	55	38	0	0	8
Behaviour in the school is good.	56	36	2	0	4
My child gets the right amount of work to do at home.	35	53	8	2	2
The teaching is good.	73	18	0	2	8
I am kept well informed about how my child is getting on.	33	36	24	5	2
I would feel comfortable about approaching the school with questions or a problem.	70	23	5	2	2
The school expects my child to work hard and achieve his or her best.	73	26	0	0	2
The school works closely with parents.	38	39	18	2	3
The school is well led and managed.	65	33	0	0	2
The school is helping my child become mature and responsible.	59	33	3	2	3
The school provides an interesting range of activities outside lessons.	58	32	5	0	6

Other issues raised by parents

A small minority of parents consider that since the introduction of the National Literacy Strategy there has been less regularity in the monitoring of reading progress. Comments in reading record books do not indicate how improvements might be made. Inspection findings show that pupils are heard to read regularly but records of progress are not systematic nor are comments in reading record books designed to improve standards. A significant number of parents, nearly a third of respondents, feel that they are not adequately informed about how their children are getting on. Staff are willing to discuss pupils' progress at times which are mutually convenient. A fifth of parents who returned the questionnaire did not feel that the school works closely with parents. Inspection findings show that the school actively seeks to strengthen the partnership with parents in the education of their children.

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

63. Pupils' attainment on entry to the school varies widely with a full range of ability represented but overall achievements are broadly average. At the time of the inspection there were nine children under the age of five. They are taught in the school's reception class alongside older reception and younger Year 1 pupils. They are provided with a broad and balanced curriculum which includes all the areas of learning recommended in national guidance. Teaching for children in the foundation stage is better than at the time of the last inspection when it was mainly satisfactory. It is now always at least good and it is often very good. There is now more adult support in the reception class and this key issue from the last report has been tackled successfully. There are still severe limitations to the classroom space available but all available space is used well and classroom activities spill out into the school hall, where, for example, there is a good display of carefully labelled objects associated with the current project on transport as well as the class garage for imaginative play. The standards found at the time of the last inspection have been maintained.

Personal and social development

64. Children enter school with social and personal skills which are in line with expectations for their age. They come to school happily and interact well with other children. Most make good progress and quickly settle into the routines of school. Children organise themselves well, behave appropriately in the classroom and play amicably. Children are learning to work independently and organise their time and resources effectively. They are able to undress and dress themselves for physical education lessons. By the age of five the children have developed a good range of appropriate skills and exceed the desirable outcomes specified in national guidance.
65. Provision for children's personal and social development is good. The teaching is good and is laced with humour so that the children themselves develop a good sense of humour. The development of independence and a positive attitude to learning are constantly reinforced. The teacher and classroom assistants in the reception class work hard to instil the classroom routines firmly but kindly. They are consistent in their expectations. They know the children well and provide situations for the appropriate development of each child.

Language and literacy

66. Great emphasis is placed on developing language skills and children spend a high proportion of their time engaged in discussions and conversations. They are keen to contribute their ideas and views. A particular strength of the teaching is that children are permitted to express themselves freely and openly. Inevitably this occasionally results in animated sessions where several children are desperate to offer their contributions at the same time as others. The children's irrepressible eagerness to speak is often not curtailed for the sake of creating a more orderly environment. Hence, they remain confident in speaking aloud, if not always in turn, and develop the view that their opinions really do matter and are valued. This emphasis on developing language skills through lively speaking sessions has positive effects on the development of children's understanding of the rules of grammar and their increasing ability to express themselves clearly and strongly. It also helps them to make sense of the world and develop a clearer understanding of their environment. Children speak with adults earnestly and express their views clearly. Their increasing facility with the spoken word helps to develop a confident approach to the written word.
67. Teaching is good. Each week the class reviews the large format class diary that they began writing at the beginning of the year. They have become familiar with the events recorded and enjoy re-reading the earlier pages before collaborating in writing the next section. This co-operative reading of an interesting and personalised text enhances early reading skills. Children handle books confidently and most are able to read simple words. They understand and use the technique of 'sounding out' words phonetically when they encounter a new word or one which they do not immediately recognise by sight. Many also use their understanding of how stories are usually sequenced to make sense of unfamiliar texts. Children understand that writing conveys meaning and they write short, illustrated booklets about the topics they are

studying. They are on course to meet the nationally agreed learning goals for this area of learning by the time they are five.

Mathematics

68. Teaching is good. Throughout the day opportunities are grasped to promote children's understanding of mathematics. When parcels are delivered, for example, children are encouraged to explore the shapes and to consider the relative weight of each parcel before predicting the possible contents. They used the vocabulary of "heavier", "lighter" and "same as" correctly. They know the name for a parcel shaped like a cuboid and learn new names for three-dimensional shapes, such as 'triangular prism' which they compare to the shape of a roof in many houses. They remember the dates of St Nicholas' Day and St Valentine's Day and have a good understanding of the months of the year. They create tally charts of the types of vehicles which pass on the main road and are not surprised that cars and lorries outnumber buses and tractors. When studying the springs on a motor cycle they related the shape and function to the paper spirals they had made in the classroom. Pupils use the computer well to practise counting and matching with number games.
69. Children's attainment in mathematics is likely to meet national expectations by the time they are five years old. Most children are developing a good sense of simple numbers in a number line in which they include zero. They match the correct number of objects to a number symbol and can count accurately to at least ten. Several found difficulty in making twelve thumb prints on a piece of paper to represent the twelve disciples. They exceeded the required number partly because they got carried away with making the prints and forgot to keep count.

Knowledge and understanding of the world

70. On entry to the school most children have good knowledge of their immediate environment. They describe their homes giving details such as the colour of the front door and what is in their bedroom. They talk about their route to school and their walks to the village hall giving estimation of "long" or "short" walks. They have an understanding of the purpose of the graveyard and the tomb stones which they pass on their walks to and from school. They use directions such as "around the corner" or "along the road". They talk about their families identifying older or younger siblings. The children show good understanding of computers, being able to name the monitor and keyboard accurately. They manipulate the mouse correctly in order to move the arrow on the screen in specific directions. They know to click the mouse appropriately to achieve a desired result. This was demonstrated when using a numeracy programme to match number symbols with objects. The children show good observational skills. Good progress was seen when they were studying the disc brakes on a motorcycle where they showed a good understanding of the principle involved. They watch their paper spirals spinning over the radiator and understand that the heat rising causes the warm air to pass through the spiral, making it move.
71. Good quality teaching which makes effective use of the local area, projects within the classroom, first hand experience and imaginative play all help children to progress well in this area. Challenging questions enable children to look and think hard about their surroundings. These good questioning strategies help build their knowledge of the world. They are on course to meet the desirable learning outcomes by the time they are five years old.

Creative and aesthetic development

72. Teaching is good and a lively, stimulating learning environment has been created. A wide range of techniques is taught such as making thumb prints to give texture to faces in small portraits of the disciples. The children learn to recognise and name colours accurately. Most children choose appropriate colours for a drawing, but a minority choose randomly. Many colour in shapes neatly. They carefully illustrate the simple books they make. The children use large paper and big brushes as well as smaller paper using crayons and create a more detailed picture. They handle a paint brush well and use scissors effectively and safely. They choose glue or staples appropriately for specific tasks. The children enjoy playing percussion instruments, producing different sounds by playing them in different ways. They know to start and stop playing at appropriate times so making an effective accompaniment to a song.

Physical development

73. Many opportunities are provided for children to develop dexterity. They handle small objects accurately in construction and play activities. They use pencils and crayons with varying degrees of success. The children develop an awareness of their body movements in physical education lessons and are aware of which movements their bodies can make. They experiment with ways to transfer weight from one body part to another. They respond to stimuli with appropriate movements and all children can move at different speeds when asked. They are confident at using large spaces. They have only just been provided with large wheeled vehicles on which to develop physical skills and have as yet had little experience of this form of activity in school.
74. The teaching of physical development is good. Teachers create stimulating activities for the children. Clear instructions are given and there is correct attention given to safety. The use of the village hall creates an opportunity to experience the larger environment and encourages good progress in movement though there is no large apparatus available.

ENGLISH

75. By the end of Key Stage 1, most pupils attain standards which are in line with national expectations of seven year olds. Learning is satisfactory in Key Stage 1 and most pupils make sound progress. Since the previous inspection in 1996 standards in reading and writing, as measured by the National Curriculum tests at Key Stage 1, have varied from year to year being alternately above and then below national averages. This is partly due to the different proportion of higher and lower attaining pupils in each year group. The test results in 1999 show that last year the school's performance was below average when compared with all schools and well below average when compared with similar schools in both reading and writing. Currently, however, inspection findings indicate that standards are similar to the average standards described at the time of the last inspection. Over three quarters of the pupils attained at least the national target of Level 2 in the tests and in reading over a fifth attained the higher Level 3 standard. In writing no pupils have attained Level 3 for the past four years. The results over the last three years show girls and boys performing broadly at similar levels in reading and writing.
76. By the end of Key Stage 2 most pupils exceed the national expectations of eleven year olds. Learning is effective and overall pupils make good progress. Standards were described as above average at the time of the last inspection and this standard has been maintained. This is confirmed by the latest National Curriculum test results. In the National Curriculum tests in 1999 for pupils in Key Stage 2, the percentage of pupils reaching the expected level in English was above the national average when compared with all schools but below average when compared with similar schools. The year groups taking the tests are relatively small and the number of pupils eligible for free school meals is unclear. Comparisons with national data should, then, be treated with caution. Since the previous inspection, the standards as measured by the National Curriculum tests have improved steadily in line with the national trend. In the tests in 1999 over three quarters of pupils attained at least the national target of Level 4 and over a fifth attained the higher Level 5 standard. Pupils with special educational needs make appropriate progress and there is no significant difference in the progress of pupils from differing backgrounds.
77. Standards in speaking and listening are average. Pupils usually listen well to teachers and pay close attention. Several pupils make good individual responses to questions. Many pupils share their ideas happily within a class group, although several pupils are still developing these skills. In some activities, such as sharing a big book in Year 1 on 'Over in the Meadow', pupils are bursting with ideas and have good vocabulary. Standards in reading heard during the inspection are broadly in line with national expectations in Key Stage 1. There is an appropriate range of books which pupils enjoy. The pupils are gaining relevant skills including the use of letter sounds, word recognition and contextual clues, but several pupils are insecure in using the letter sounds and symbols to build unfamiliar words. Shared and guided reading within the literacy hour is helping to improve these skills. A few of these younger pupils read with good expression.
78. Standards in writing are average. The range of writing includes a satisfactory variety of styles and writing for different purposes. By Year 2 pupils have written letters, an account of time at the beach, the harvest and simple poems, mostly using capital letters and full stops accurately.

The higher attaining pupils show a greater command of sentence structure, good spelling such as 'knight' and 'walk,' and a developing hand at writing. Standards in handwriting and spelling overall are average, but show clear progress since September.

79. Standards in reading and writing across the curriculum are in line with pupils' overall attainments. Vocabulary is extended in science and religious education activities, for example. The pupils' writing skills support their writing adequately in other subjects such as design technology and history, and there is usually a suitable emphasis on the technical language of these subjects.
80. Within Key Stage 2, pupils develop good listening skills. They concentrate and listen well during discussions in the literacy lessons or when following a story, for example 'A Candle in the Wind'. They listen considerately when others are talking and expressing an opinion. Pupils are interested and attend well when listening to music in school assemblies, and many have good retentive memories for details and information. Progress in speaking is satisfactory. Pupils usually speak clearly, and are given many opportunities to answer questions and explain their ideas. Teachers encourage those who are reluctant to speak to contribute to discussion.
81. Pupils make appropriate progress in reading, so that the attainment of the majority is at the expected level by Year 6. Pupils' reading skills are built upon systematically during literacy lessons, with good attention to vocabulary, sentence structure and inference. However, the practice of hearing pupils read is given too little attention, and is inconsistent. The pupils' reading records include very little diagnostic comment to support the development of their skills. All pupils take their reading books home, benefiting from the support of parents and other adults. The range and selection of texts is good, although pupils are not offered sufficient direction in their choice of text. Pupils display positive attitudes to reading, and are keen to improve their skills. This interest is encouraged by the provision of good library facilities in school. The reading skills of the higher attaining pupils indicate good fluency, expression and understanding.
82. Attainment in writing is above average by the end of the Key Stage 2, and pupils make good progress. Standards in writing have improved steadily since the last inspection. In literacy lessons pupils write in different styles for a variety of audiences. Younger pupils, for example, are asked to invent stories based on a traditional story, while older pupils retell a scene from Macbeth as a newspaper article. They are beginning to edit and improve upon their first efforts. Pupils become increasingly aware of differing styles as they move through the school, and of the range of purposes for which language is used, such as a leaflet on John Constable country and a Remembrance poem. Writing skills are used well to support other subjects, for example history. Pupils of all abilities are offered appropriate opportunities to write in a variety of styles and at sufficient length. Pupils with special educational needs make sound progress and are well supported in their work.
83. Spelling is taught carefully through the school. Pupils are given selections of spellings to learn from word lists. Teachers also draw attention to mistakes which occur in their work, and a common practice is to write these out a few times. Pupils make satisfactory progress in handwriting. By Year 6, most pupils have a fluent, joined style that is developing some individual character.
84. Pupils have good attitudes and behaviour in almost all lessons through the school. Teachers quickly establish interest and purpose, as for example reading 'Over in the Meadow,' 'Handa's Surprise', 'The Highwayman' or 'A Candle in the Wind'. All these texts created a very good focus for language development with rich learning experiences. Pupils listen actively and many are keen to contribute to discussion. They settle to work quickly when a new activity is started. The good quality of teaching in those lessons and the use of the literacy strategy by all teachers contribute to this. By Year 6 most pupils share ideas and work together co-operatively, respecting the ideas of others, as in a drama lesson. They have good powers of concentration that supports their attainment well. Many have good inference and interpretation skills, as shown during their study of the story of refugees, 'A Candle in the Wind.' A very few pupils have immature behaviour and poor concentration, which hinders their progress. The good attitudes result particularly from good teaching, which encourages pupils to try hard and take pleasure in the activities.

85. Standards of teaching have improved since the last inspection and are good in both key stages. The quality of teaching relates closely to the progress pupils make in lessons. Lessons are planned thoroughly using the literacy strategy. The learning objectives are not always shared and discussed with pupils, however. As a result, pupils are not given a clear understanding of what they are expected to achieve by the end of the lesson. The teachers set clear expectations for attention and behaviour. Behaviour is often well managed and teachers are responsive to pupils, encouraging their attention and interest. The careful planning, based on year group targets, usually results in work that is matched to the needs of different pupils. Occasionally, tasks are pitched at an appropriate level for most groups of pupils but do not challenge the more able pupils sufficiently. The pace of the lessons and the amount of work pupils produce is usually satisfactory, although teacher's expectations of how much work to complete are not often made clear. Most teachers display good knowledge of the subject, for example in their good questioning skills that provoke discussions and widen understanding. Teachers use correct technical vocabulary, and extend the pupils' understanding of it. Plenary sessions are used effectively to encourage pupils and to recognise their efforts. Teachers assess pupils' responses and use this to adjust their teaching effectively within the lesson or to re-focus their teaching in a subsequent lesson. Assessment procedures are barely satisfactory, and insufficient attention is given to analysing test data and keeping on-going records of pupils' progress and difficulties. The quality of reading records is unsatisfactory.
86. Most books show regular opportunities for writing. Teachers mark work regularly, but only occasionally make helpful comments to encourage pupils and indicate how to improve through clarifying short-term targets.
87. The English curriculum is well structured, broad and balanced, with a good choice of texts. The school uses the national literacy strategy effectively as the basis for teachers' planning. The new English co-ordinator has a sound understanding of the role and is beginning to provide appropriate leadership. She is not yet familiar with the strengths and weaknesses in the subject through the school, but the recently introduced class release time is designed to address this shortcoming. There are good resources to meet the requirements of the curriculum and the wide interests of the pupils. The school library is well stocked and used regularly by pupils. The school holds an Arts week which also provides support for language. Computer programs are used to promote pupils' writing, for example pupils in Year 6 are producing a magazine that brings together many literacy skills.

MATHEMATICS

88. By the end of Key Stage 1 most pupils attain standards which are in line with the expectations of seven year olds as defined in the National Curriculum but few attain standards which exceed national expectations. This finding is based on the scrutiny of pupils' current work and on lesson observations. In the National Curriculum tests for seven year olds in 1999, 86 per cent of pupils attained the national target of Level 2, which was very close to the national average of 87 per cent, but the proportion who attained the higher Level 3 standard was below the national average. Although the test results in 1999 were better than in previous years, this pattern of most pupils attaining the national target but few exceeding it is the current position in Key Stage 1. In 1999, the school's overall performance in the tests was below average when compared with all schools and well below average when compared with similar schools. The numbers of pupils taking the tests each year are relatively small and so the performance of one or two pupils can have a unrepresentative effect upon the standards when described in percentages. There is also a different mix of higher and lower attaining pupils in each year group. Comparisons with other schools are based solely on the percentage of pupils who are known to be eligible for free school meals. All statistical comparisons should therefore be treated with caution. At the time of the last inspection standards were judged to be above average though the proportion of pupils who attained the national target of Level 2 was below the national average as was the proportion of pupils who attained the higher Level 3 standard. This indicates that standards have improved.
89. Lesson observations and a scrutiny of pupils' work shows that, by the end of Key Stage 2, a greater than average proportion of eleven year olds in the school attain standards which meet the expectations defined in the National Curriculum as the target for pupils in this year group. The proportion of pupils who exceed national expectations and attain higher standards is also above average. These findings indicate that standards are now higher than in 1999. In the National Curriculum tests for eleven year olds in 1999 the proportion of pupils who attained the

national target of Level 4 was close to the national average though the proportion who attained the higher Level 5 level was below the national average. At the time of the last inspection attainment was in line with the national average. The trend since 1996 has been one of steadily improving standards which, overall, mirror the improving trend nationally.

90. At the start of the Key Stage 2, pupils add sums of money. They know what square numbers are and can find fractions of a given shape. They collect and analyse data, for example as they carry out class surveys, and they record their findings in a graph. They measure in centimetres. Pupils successfully build on this learning as they go through the key stage. By the end of Year 6 pupils multiply and divide by one- and two-digit numbers. They know what prime numbers are and can give examples. They are able to round decimals to the nearest whole number. They know what a factor is. Pupils find the average of a given set of numbers. They convert fractions to decimal numbers and find the area of an irregular shape. Pupils can identify different types of triangle, such as scalene and isosceles, and they measure angles using a protractor. They are able to read and plot co-ordinates in all four quadrants. Pupils know about vertical and horizontal axes. They can identify each of the four quadrants and can see the link with rotational symmetry and the mirror image. They can plot a shape in the first quadrant and plot its reflection in the other three. They understand square and cubed numbers and can find the square root of a given number.
91. At both key stages the teaching of mathematics is good. Teachers plan well for lessons and units of work. Their planning is based appropriately on the framework provided by the National Numeracy Strategy. Teachers spell out clear objectives for lessons and are precise about what it is that pupils should learn. In Key Stage 2 the aims and objectives of some of the lessons are shared with pupils at the outset and this helps them to focus more closely on what they are learning and understand why they are doing what they are doing. The Numeracy Strategy, which was introduced at the beginning of this academic year, is already well established. Teachers make good use of time. They begin lessons promptly and learning proceeds at a brisk pace. They remind pupils how much time they have to complete a given task and urge them to get on and work hard. This encourages pupils to make full use of the time available for learning and helps them to make good progress. Teachers make good use of pupils' mathematical learning in other subjects of the curriculum. For example in music lessons pupils in Key Stage 2 learn about the pentatonic scale and they link this with their mathematical learning about the pentagon as a five-sided shape. Tasks set are generally well matched to the needs of different pupils, of differing ages and abilities in mixed-age classes, but teachers do not have high enough expectations of what more able pupils can achieve in Key Stage 1. This is a weakness and it is reflected in the below average proportions of pupils reaching the higher levels of the National Curriculum at the end of the key stage. Throughout the school teachers mark pupils' work regularly but marking gives pupils too little feedback on their work and how they might improve their performance. Teachers regularly assess pupils' attainment and progress in mathematics, and good use is made of tests based on the National Numeracy Strategy. Different teachers use different tests for pupils of the same age and administer these at different intervals. This lack of a systematic, whole school approach to assessment leads to a lack of continuity in planning.
92. There has been appropriate training to help teachers implement the National Numeracy Strategy. A governor has also joined in the numeracy training and this helps the governing body to gain a useful insight into new teaching initiatives. The subject co-ordinator has not as yet been able to monitor, evaluate and feed back on teaching but time has already been allocated for this.

SCIENCE

93. By the end of Key Stage 1 most pupils attain standards which are in line with the expectations of seven year olds as defined in the National Curriculum but few attain standards which exceed national expectations. This finding is based on the scrutiny of pupils' current work and on lesson observations. In the National Curriculum statutory teacher assessments for seven year olds in 1999, 86 per cent of pupils attained the national target of Level 2, which was very close to the national average of 87 per cent, but no pupils have attained the higher Level 3 standard over the past three years whereas nationally a fifth of pupils attain the higher level. The numbers of pupils taking the tests each year are relatively small and so the performance of one or two pupils can have a unrepresentative effect upon the standards when described in percentages. There is also a different mix of higher and lower attaining pupils in each year group. It is clear, however, that pupils in Key Stage 1 do not attain the high attainment levels

despite the attainment of pupils on entry representing the full range of abilities. This indicates that higher attaining pupils are under achieving. At the time of the last inspection standards were judged to be good and the proportion of pupils who attained the national target of Level 2 was above the national average though the proportion of pupils who attained the higher Level 3 standard was slightly below the national average. This level of attainment has not been maintained and the school's overall performance has not kept pace with the steadily improving national trend. Pupils in Key Stage 1 have a good understanding of how to make close observations which lead to deductions about forces for example. The older pupils have a sound understanding of life and living processes but have had limited opportunities to create hypotheses and conduct experiments to test their validity.

94. Lesson observations and a scrutiny of pupils' work shows that, by the end of Key Stage 2, most eleven year olds attain standards which meet the expectations defined in the National Curriculum for pupils in this year group though the proportion of pupils who exceed national expectations and attain higher standards is below average. These findings are reflected in the National Curriculum tests where in 1999, 79 per cent of pupils attained the national target of Level 4 compared with 78 per cent nationally though the proportion who attained the higher Level 5 level was well below the national average. Standards as measured by the tests have risen significantly since the time of the last inspection when 63 per cent of pupils attained Level 4. A small proportion, 5 per cent, attained Level 5 in 1999 compared with 27 per cent nationally and this lack of pupils who attain the higher level has been evident for several years. This depresses the school's overall performance. Pupils in Key Stage 2 have a good understanding of a range of scientific principles, such as electrical circuits, the solar system and the importance of the sun to life on earth. They can conduct experiments successfully, such as experiments on the relative porosity of different types of soil and the conditions needed for plants to grow successfully.
95. Overall the quality of teaching is satisfactory in both key stages but it is not consistent throughout the school. In the early stages of Key Stage 1 it is often good. It was not possible to observe science being taught to the older pupils in Key Stage 1 but the scrutiny of pupils' work showed that tasks are not always well matched to pupils' varying stages of development and higher attaining pupils are not provided with enough challenge. Tasks are designed to take account of the very wide age and ability range in the class in which there are pupils in Year 1, Year 2 and Year 3 but the match of task to individual pupils' stages of development is not precise enough to ensure that all make sufficient progress. The scrutiny of work shows that the older pupils in Key Stage 1 receive a satisfactory range of experiences. Imaginative teaching takes place in Key Stage 1 where, when studying forces, pupils visit the village playground to investigate what forces make the play apparatus work. They see clearly that the swings and roundabout are usually pushed but can be pulled and that the force of gravity makes them slip down the slide. They have compiled good records of their work in their own project books which contain the results of flapping a paper fish in an experiment to see how wind can push a piece of paper. They make their own spring balances and create a gauge by weighing marbles. The older pupils in Key Stage 1 have also produced good work on health and growth. They know why the pulse rate quickens during exercise and which foods promote good health. They can identify the main organs of the human body and understand some of their basic functions.
96. Good teaching was seen for pupils in Years 3, 4 and 5. The teacher has good knowledge of the subject and teaching points are made in a clear, measured way which results in effective learning. The teacher explained carefully, for example, how the thin wire in a bulb is made to glow as electricity passes through it. The lesson was well planned and prepared so that pupils had good opportunities to experiment with wires, batteries and bulbs to make different circuits. This first hand experience enhanced understanding. A good review session at the end of the lesson enabled learning to be consolidated and progress assessed. Teaching for the oldest pupils is sound but opportunities are missed to enable pupils to use their initiative. When considering an experiment to determine the effects of light on plant growth, for example, pupils were brimming with a wealth of ideas but the experiment was eventually prescribed by the teacher and the whole class followed instructions on how to do the experiment from the same worksheet. There is an over reliance on the use of worksheets and an over emphasis on imparting knowledge at the expense of developing pupils' scientific skills.
97. The science co-ordinator has, until recently, had few opportunities to monitor and evaluate provision. Consequently she has no overview of the quality of teaching and learning and is not in a position to identify strengths and areas for improvement. There is no whole school system for assessing performance or for tracking pupils' progress through the stages of the National

Curriculum. Again this means that it is difficult to identify areas where performance could be improved. The school lacks the information required to identify the next steps in learning for individual pupils. The curriculum is enriched by a good range of visits to a 'hands on' science museum, a planetarium and a mining museum. The school also organises annual curriculum weeks where certain projects receive focused attention. A successful school 'Watery Week' enhanced pupils' understanding of some of the scientific properties of water.

ART

98. Although it was not possible to see art lessons during the period of the inspection, art is clearly well established in the school's curriculum and standards are similar to those found at the time of the last inspection. Pupils make sound progress in their learning in both key stages and produce good paintings and drawings. Pupils draw with care and increasing precision. They paint bold self portraits and use colour confidently. Pastel crayons, water colour blocks and liquid paint are used to create pictures of good quality. Some especially well observed still life water colours of flowers have recently been painted. Pupils know about the lives and works of a range of artists. They study the work of English masters, such as Constable and have visited Flatford Mill and Gainsborough's house. They also gain inspiration from modern artists such as Mondrian and have created good computer generated pictures after his style of painting. Their studies make a good contribution to their social and cultural development. The youngest pupils have made their own alphabet frieze with imaginative illustrations for each letter. The oldest have created 'Mystic Roses' from carefully coloured geometric patterns. Pupils have developed a good critical awareness and can express opinions about what they like and dislike.
99. Teachers are given good support by the a co-ordinator who has good knowledge of the subject. She arranges good displays which feature the work of different artists according to particular themes, such as transport. A competition which challenges pupils' powers of observation accompanies the display and this does much to increase pupils' knowledge and understanding. There is an outline scheme of work available which helps to promote a balanced coverage but it is insufficiently detailed to promote the progressive development of skills, knowledge and understanding. Good displays of work make a positive impact upon the learning environment. Visits to art galleries help pupils to appreciate their cultural heritage. The quality of provision is similar to that reported at the time of the last inspection.

DESIGN AND TECHNOLOGY

100. Pupils are making appropriate gains in design and technology skills in both Key Stages 1 and 2. The school has made satisfactory improvements since the previous inspection. The school gives good attention to design and making processes, so that pupils experience a good range of materials and skills.
101. Pupils in Key Stage 1 use their developing skills with simple materials to make familiar objects such as a puppet. They produce simple designs, and select materials sensibly to match the need for strength, shape or effect. Their shaping and joining skills are sound. By Year 2 pupils understand something of the design process and talk about different materials to use. Overall, progress is satisfactory in designing and making at Key Stage 1.
102. Pupils in Key Stage 2 have the skills to design and make attractive products. For example pupils in Years 5 and 6 researched various styles of hats, then designed their own and used paper as a first prototype. Most pupils could explain their ideas clearly, and some of the problems encountered with the paper version. Pupils in Key Stage 1 show the skills to design and make an easel, a boat with a sail, or sandals, using suitable methods and resources. Cutting, shaping and joining skills are satisfactory. The pupils in Year 6 have good opportunities for food technology and each pupil makes a Christmas cake. Pupils produce attractive clay articles at intervals through the school, with evidence of developing skill. By the end of the key stage, pupils have designed a selection of products and applied their knowledge and skills to construct them. They are beginning to bring problem solving skills to the tasks, and to improve the constructions using their evaluations. Progress is sound in Key Stage 2 with clear processes evident.
103. The quality of teaching throughout the school is satisfactory overall. Teachers' planning is generally clear, based upon the adopted scheme of work. The teachers give careful attention

to the intended technological outcome and the skills required. Teachers help the pupils to think about the design, and the actual making of their products, giving clear explanations. Teachers mostly use their time well, although on occasions too long is given to discussion with pupils seated, so that they become restless. Teachers encourage pupils to develop skills of design and construction. The oldest pupils are given good opportunities to use their initiative.

104. The subject co-ordinator has a good understanding of the role and gives helpful support. The school is using national guidelines as a basis for planning, although teachers recognise that further evaluation of the subject is required. There is a clear progression in the development of skills, and pupils' experiences enable them to make satisfactory progress. Resources for technology are satisfactory for the range of skills involved. The school has adequate facilities for cooking as part of food technology.

HISTORY AND GEOGRAPHY

104. Standards in history and geography are in line with national expectations by the end of Key Stage 1 and by the time pupils leave the school at the age of 11. Few lessons were observed during the inspection and these judgements are based on evidence from the lessons seen and the scrutiny of pupils' work completed during this school year.
105. Pupils at the end of Key Stage 1 can name some of the amenities to be found locally as they study their village and compare it with another locality. Most pupils can suggest a suitable location for village features, such as the school, the village hall, the shop and the playing fields. Pupils in Year 3 can successfully use an Ordnance Survey map to identify similarities and differences between their village and the next.
106. By the end of Key Stage 2, when they leave the school, pupils know what a settlement is and why settlements are located as they are. They know about the importance of water, shelter and the availability of building materials when locating a settlement and understand that settlements in the past had to be easy to defend. They successfully use atlases to find places in various parts of the world, for example Bombay and San Francisco. They know what population density is and understand some of the factors that determine it. They carry out traffic surveys and study a locality apart from their own village in detail. Pupils know about some of the sources of rivers and some of the uses of rivers and they make helpful visits in connection with their studies, for example to Holt and Derbyshire, York and the Isle of Wight. Pupils know about river pollution and some of its effects, for example on fish.
107. In history, by the end of Key Stage 2 pupils know many details about the Victorians. They know about some Victorian inventions and about life in the workhouse. They know about the life of the rural poor in Victorian times. They are familiar with the story of Florence Nightingale and the Crimean War. They study Britain since the 1930's and know about the experiences of children evacuated from the cities during World War Two. Their studies are supported well by the display of many appropriate artefacts from the Vikings and the World War Two eras and by the visit of a local resident who attended the school in the 1930s. Pupils study the Tudors. They know about King Henry VIII and Queen Elizabeth I and about the Spanish Armada.
108. The teaching of history and geography is satisfactory, based on the lessons observed, the work examined and a scrutiny of teachers' planning. Lessons are well prepared. Teachers' knowledge and understanding is secure. Assessment is unsatisfactory. Teachers keep individual 'jottings'. There is no systematic, whole-school approach to the assessment and recording of pupils' attainment and progress and there is no assurance that assessment is used to help teachers plan future lessons. Resources for history are good and include many good artefacts, for instance on the Ancient Egyptians, the Tudors and the Victorians. Resources for geography are adequate.

INFORMATION TECHNOLOGY

109. The school has made satisfactory improvements in standards since the previous inspection. Standards of attainment are in line with national expectations by the end of both key stages and most pupils have secure understanding and skills. Most pupils have satisfactory mouse and keyboard skills, although a few pupils are slow at the keyboard. The higher attaining pupils

generally have good skills and understanding. Progress is satisfactory through both key stages, including that of pupils with special educational needs.

110. Within Key Stage 1 pupils enter commands and follow the necessary steps in programs for counting or matching. Pupils have the early keyboard skills to type in text. By Year 2 pupils use the mouse competently to drag icons and to enter commands. They print out their work independently. They are able to design and produce simple art pictures using several features of a painting program. Pupils also have good experience in using a variety of subject related programs that support language work, for example. Pupils have an early understanding of how to enter control commands into the programmable robot to move it around a model village.
111. Within Key Stage 2 pupils understand how to change the font and style of text, and to highlight text to cut and paste it into a new position. They understand the basic steps to open a file, print a copy and save it. The pupils have skills of information retrieval using CD-ROM as a source of information, selecting icons and words neatly using the mouse. They understand the steps to take in order to retrieve information and set up pages to read. By the end of the key stage, most pupils understand word processing commands, the main steps for information retrieval and early examples of information handling with data.
112. The quality of pupils' learning experiences and the effort they make is good in both key stages. There is a good level of interest and application so that pupils acquire new skills securely. The pupils' progress is supported by well-focused tasks. There is clear development and progression of skills and understanding through both key stages, resulting from worthwhile tasks. The pupils show steady gains in skills through the school, in word processing for example, to open up programs, and save or print off their work. Pupils have used a paint/design program to good effect by creating their own pictures in the style of Mondrian. Pupils in both key stages have good attitudes to information technology and are keen to use the computers. They sustain concentration well to produce their work. Pupils co-operate well, taking turns to enter information and sharing ideas. The pupils' behaviour is good overall throughout the school when working with the information technology facilities.
113. The quality of teaching was good in the work seen. Teachers have a good knowledge of the subject and plan carefully for the computers to be used to good purpose linked to on-going classwork. The teachers' class organisation and management is good, relating the skills to other tasks and providing good purpose to the work. Pupils work unsupervised on many tasks. Satisfactory procedures for assessment and recording take place occasionally, but practice is inconsistent.
114. The co-ordinator has a good understanding of the subject and provides good support for colleagues. The school has begun to use the national guidance to support the scheme of work. The school has made good progress in relating the information technology capability to normal classroom tasks so that pupils have good motivation for the work. The school is relying on dated equipment at present but has plans to make a substantial investment related to the national grid for learning, in accordance with a clear action plan for development. The level of staffing, accommodation and learning resources is satisfactory overall and supports the pupils' attainment for them to make sound progress.

MUSIC

115. At the end of both key stages, standards attained by pupils aged seven and eleven are above those normally found in schools. This was also the case at the time of the last inspection and is a mark of the importance which the school attaches to this subject. The quality of music teaching and the expertise and enthusiasm brought to the subject by the new music co-ordinator contributes to the rich curriculum provided. There is a good allocation of time to this subject which amounts to more than the national average amount of time at Key Stage 2.
116. The youngest children enjoy singing and clapping to the rhythm of their own name and those of others. They are competent in clapping a simple rhythm in time with the chanting of their name. They also listen attentively to recorded music and successfully develop their singing and performing skills, playing a range of appropriate un-tuned percussion instruments. In Key Stage 2 pupils learn about musical scales. They learn the term 'pentatonic', helpfully linking this with their mathematical learning about pentagonal shapes. Good use is made of music from a range of different cultures, for example, pupils listen to music from China and then try their own compositions in a similar style. They listen to a variety of different instruments, such as the Indian flute. By the end of Key Stage 2 pupils understand what a chord is. They are confident in composition and enjoy performing their own work for the class. They appreciate the 'texture' and 'feel' of music. Pupils, including the oldest boys, sing unselfconsciously.
117. The teaching of music is good. All the teaching in Key Stage 2 is done by the music co-ordinator who is a music specialist. This makes a significant contribution to the good progress which pupils make by the end of both key stages and the good standards achieved. There is a good visiting recorder teacher for pupils in Key Stage 2, who learn to play the recorder well. A good range of instrumental tuition is offered by a visiting teacher. Pupils enjoy taking part in the county music festival. Resources for music are adequate and support the teaching of the subject satisfactorily throughout the school. Good use is made of instruments from a variety of cultures and this contributes positively to pupils' awareness of the richness and diversity of a range of cultures and traditions.

PHYSICAL EDUCATION

118. Standards in physical education are in line with national expectations at the end of both key stages. Pupils make satisfactory progress in their learning. The school's allocation of time to physical education is generous compared to national averages and this contributes positively to pupils' attainment. The full National Curriculum is planned for, so that pupils have experience of games, gymnastics, dance, swimming, athletics and outdoor adventurous activities. It was possible to see only games and dance lessons during the inspection. The subject is energetically co-ordinated by a skilled specialist teacher. The accommodation offered by the school seriously affects the teaching and learning of physical education. Standards are adversely affected by the lack of a fully-equipped school hall and playing fields. As it is pupils have to walk to the village hall for dance and gymnastics lessons, wasting lesson time, and to the village playing field for outdoor games and athletics. The village hall does not offer facilities for a full range of gymnastics apparatus and the field is not fully equipped for practising athletics. Resources are inadequate, particularly for gymnastics. The school copes well with what is available.
119. In games the youngest pupils show good body control and co-ordination, for instance as they move around the hall balancing a bean bag on a chosen part of the body. They develop skills of throwing and catching a bean bag and this contributes satisfactorily to their preparation for playing traditional team games such as netball. In dance these pupils are able to develop a story using gesture and facial expression, showing clear contrasts between movement on the spot and movements that travel. By the end of Key Stage 1 pupils know what rhythm is in movement. They control their movements well in dance lessons and are aware of the pace of the music and co-ordinate their movements accordingly. By the end of Key Stage 2 pupils successfully build on their work in previous years. They refine their team-playing skills in preparation for playing traditional team games, learning to co-operate well, share and take turns. Their learning contributes well to pupils' social development as well as their games playing skills.
120. The teaching of physical education is satisfactory. Teachers plan well. The co-ordinator appropriately plans all the Key Stage 2 lessons and advises on planning in Key Stage 1. Good

use is made of regular assessment to identify pupils' strengths and weaknesses and this information is used well to help plan future lessons. Lessons proceed at a brisk pace and pupils are urged to get on and work hard. Class control and discipline is good. Activities are well matched to pupils' needs and capabilities. Pupils enjoy their lessons. They work hard, listen carefully to instructions and behave well. They are learning to co-operate well in pairs and small groups.

121. A lively programme of extra-curricular activities makes a good contribution to pupils' skills. Many of them enjoy soccer, swimming, short tennis, netball and cross-country running.

RELIGIOUS EDUCATION

122. Standards are in line with the expectations of the locally agreed syllabus by the end of both key stages, and are similar to those of the previous inspection. Progress through the school is satisfactory, including for pupils with special educational needs.
123. Pupils in Key Stage 1 know some of the stories from the Bible, and that it is a special book and some of the stories from it. They know that Christians believe that Jesus is the Son of God. They know some of the events and facts about the lives of Grace Darling and Florence Nightingale. They know about some festivals, the significance of light, and some special events in the Christian Year such as the Nativity and Advent. By the end of the key stage pupils recognise the wonder of the world they live in. They also know a few of the significant aspects of other religions such as Judaism.
124. Within Key Stage 2 pupils have a satisfactory knowledge of the background to Christianity, and several of the signs and symbols used. They know about church design and furniture. They have an early understanding of the significant times of the Church year, such as Easter and Pentecost. They have studied several religious leaders such as Martin Luther King, and understand the characteristics that make a leader. By the end of the key stage pupils know some of the Hindu stories and the customs associated with Diwali. Within Year 6 many pupils have a good recall of Jewish traditions and understand some of the background and reasoning for these. Their understanding is supported well by the teacher's good subject knowledge that helps to bring out the special nature of the ceremony of Shabbat. Pupils compare customs and ceremonies, which mark important occasions for differing religions. Pupils have a clear understanding of the importance of tolerance and respect for those who have views and faiths different to their own.
125. The teachers provide several high quality learning experiences for the pupils. In Key Stage 1 for example, pupils were presented with a lively and thoughtful account of the work of Florence Nightingale that was well resourced and brought out many of the difficult conditions of the time. In Year 6 a re-enactment of the ceremony of Shabbat brought out the many details within the ceremony, all of which have a special significance. The pupils take part well, are keen to answer and show their understanding, and make a good effort within lessons. Pupils have good attitudes to their work in both key stages, showing good interest when discussing their ideas. They answer questions eagerly. By Year 6 many pupils talk maturely on several aspects of religious life and beliefs. Pupils try to present their work neatly. Behaviour is good throughout the school.
126. The quality of teaching as seen during the inspection is satisfactory in Key Stage 1 and good in Key Stage 2. Lessons are planned carefully, with clear learning objectives, based on the locally agreed syllabus. Teachers have good subject knowledge that underpins their clear exposition and promotes pupils' attainment well. Teachers provide appropriate, relevant and stimulating contexts in which to develop knowledge and understanding. They use effective class control that encourages pupils to listen and contribute. They set clear expectations and use time well to achieve the lesson's objectives. Teachers have a good questioning style that sets pupils thinking, but also contributes to the teachers' assessments of their understanding. The school does not have a simple procedure to record the assessments. Resources such as a video are chosen carefully to reinforce understanding.
127. The subject is led, managed and informed well by a co-ordinator with good subject knowledge. Long-term planning is a shared exercise, although opportunities to monitor the quality of provision are currently limited. Good resources have been built up to teach about different faiths, and are used well. This contributes to the good teaching and learning. The subject contributes effectively to pupils' spiritual, moral, social and cultural development, by giving

opportunities for pupils to learn about their own culture and the diversity in the wider community.