

INSPECTION REPORT

GAYTON C OF E VC FIRST SCHOOL

King's Lynn

LEA area: Norfolk

Unique reference number: 121071

Headteacher: Ann Milnes

Reporting inspector: Fiona Robinson
22182

Dates of inspection: 12 – 15 November 2001

Inspection number: 193226

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: First school
School category: Voluntary controlled
Age range of pupils: 4 to 8
Gender of pupils: Mixed

School address: Lynn Road
Gayton
King's Lynn
Norfolk

Postcode: PE32 1PA

Telephone number: 01553 636267

Appropriate authority: The governing body

Name of chair of governors: John Shotliff

Date of previous inspection: 14 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22182	Fiona Robinson	Registered inspector	English Science Art and design Music Religious education Foundation Stage Special educational needs	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19436	Michael O'Malley	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
18346	Rod Bristow	Team inspector	Mathematics Information and communication technology Design and technology Geography History Physical education Equal opportunities	How good are the curricular and other opportunities?

The inspection contractor was:

Staffordshire and Midlands Consortium

The Kingston Centre
Fairway
Stafford
ST16 3TW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 11
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12 - 15
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15 - 16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17 - 20
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20 - 21
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	21 – 23
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25 - 29
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30 - 45

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Gayton C of E voluntary controlled first school is located in the village of Gayton near King's Lynn in Norfolk. It also serves the village of Gayton Thorpe and the surrounding area. It has 51 pupils on roll, of whom 24 are boys and 27 are girls aged between four and eight years. The children's attainment on entry into Reception is broadly average. The percentage of pupils eligible for free school meals is above the national average. The school has 22 per cent of its pupils on the special educational needs register, which is broadly in line with the national average. No pupils have statements of special educational needs. All the pupils have UK heritage.

HOW GOOD THE SCHOOL IS

Gayton C of E voluntary controlled first school is a very effective school. It has an excellent headteacher and everyone connected with the school works together very well. The team spirit is very good and underpins the very good improvement being made. Children join Reception with broadly average standards. After a very good start, pupils achieve standards that are above average at the end of Year 2 in reading, writing, mathematics and science. Standards in Year 3 are well above average. Teaching is good with many very good features, and this is why significantly more pupils are achieving higher standards than they were. All the pupils at Gayton are fully included in every aspect of the day-to-day life of the school. Pupils are very well prepared for future citizenship because of the very good overall attention given to their spiritual, moral, social and cultural development. New technology is used well to support learning. The school promotes very good links with parents, who play an important role in supporting their children's education. The school gives good value for money.

What the school does well

- Standards have risen significantly for the eight year olds and they are now well above average in English, mathematics and science.
- Teaching is good, and the many very good features mean that learning is productive as well.
- The headteacher provides excellent leadership and she is well supported by all staff and the governors.
- Pupils' attitudes and behaviour are very good in a caring school where relationships are excellent.
- There is a richness to the whole curriculum, which is broad and balanced for all the pupils, making them want to learn. The school provides very well for its pupils with special educational needs (SEN).

What could be improved

- Raise standards in design and technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in April 1997 has been very good. Under the excellent direction of the headteacher, the school has taken very positive steps to address the key issues raised in the previous report in relation to planning in the foundation subjects¹, provision for information and communication technology (ICT) assessment, teacher appraisal, the school improvement plan, and the budgetary planning and financial control. The quality of planning is good in the foundation subjects and standards have improved in most of these as a result. The quality of pupils' learning in ICT is good due to improved provision, and their skills are applied well across the curriculum. Very good procedures are in place for assessment, and all staff consistently use routine assessments to check how well the pupils are doing. The headteacher has systematically monitored the quality of teaching, provided effective feedback to individuals and supported improvement through a very good programme of training. The school development plan is now a very good strategic document that is used effectively as a tool for monitoring the work of the school, and is leading the school forward successfully. Budgetary planning and financial control are very effective and there are very good systems in place for monitoring the impact of spending on attainment and progress. Although the accommodation is bright, purposeful and stimulating, there is still no separate room for headteacher and staff. The school is in a very strong position to continue to tackle its priorities.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	C	E	A*	A*
writing	D	E	A	A*
mathematics	D	B	A	A*

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

In the 2001 national tests for seven year olds the school's results were in the highest five per cent in comparison to the national average in reading and well above in writing and mathematics. Standards in science, according to teacher assessments, were well above the national average. When compared to similar schools, the school's results in reading, writing and mathematics were in the top five per cent nationally. There are significantly more pupils achieving higher levels than there were in previous years. Trends over time show an improvement in these areas, targets set are realistic and the school is well on course to meet them.

Children start in Reception with average levels of achievement. Inspection findings show that by the end of the Reception Year, most of them are on course to reach their learning targets and a

¹ Foundation subjects are all subjects with the exception of English, mathematics, science, ICT and religious education.

significant minority will exceed these in each of the areas of learning. Standards at seven are above national expectations in speaking, listening, reading and writing and also above national expectations in mathematics and science. Children make very good progress as under fives and good progress in Years 1 and 2. The reason for the difference between most recent test results and inspection judgements on standards is that the current Year 2 has a significant number of pupils with special educational needs and these pupils are not expected to reach the higher Level 3. By the age of seven, pupils achieve standards above those expected for pupils of this age in history, geography, art and design and music. Standards are in line with that expected at seven in ICT, physical education and design and technology. In religious education pupils achieve standards which are above the expectations of the locally agreed syllabus.

In Year 3, standards are well above average in English, mathematics and science. They are well above the expectations of the local education authority agreed syllabus in religious education. Pupils make very good progress in each of these areas. They make good progress and attain standards above those expected for pupils of this age in art and design, ICT, history, geography and music. Satisfactory standards are achieved in physical education and design and technology. There is a shared commitment to raise standards throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. All pupils have a very positive attitude to school and to their work, which they undertake with great enthusiasm.
Behaviour, in and out of classrooms	Very good. Pupils' behaviour in all areas of the school is very good. No pupils have been excluded from school.
Personal development and relationships	Very good. Boys and girls are keen to help. They are careful with their own and each other's belongings. Relationships are excellent.
Attendance	Satisfactory. Attendance is broadly in line with the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Very good

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

The quality of teaching has improved since the last time the school was inspected, with around eight out of every ten lessons now being good or better. There was no unsatisfactory teaching. During the inspection, 25 lessons or parts of lessons were observed. Good and very good teaching was observed in all three stages of the school. During the inspection, teaching that is very good was seen in 52 per cent of the lessons and it was excellent in four per cent of lessons. Good teaching was seen in 24 per cent of lessons and 20 per cent was satisfactory. Teaching is strong throughout the

school. It is very good overall in Reception, good in Years 1 and 2 and very good in Year 3. This is one of the reasons that pupils of all capabilities make good progress. This includes the higher and lower attaining pupils. Those with special educational needs make very good progress and are supported very well by staff. Lessons are interesting and teachers challenge all pupils so that they learn effectively. They have high expectations of how they expect their pupils to behave, and pupils respond very well. The school has implemented the National Literacy and Numeracy Strategies very well. The quality of teaching in English and mathematics is good overall and numeracy and literacy skills are being taught effectively. An example of excellent teaching in English was seen in Year 3. Teachers' subject knowledge and understanding and the teaching of basic skills are now very good. This is because lessons are well planned and tasks are pitched at the right levels. Pupils know what they are expected to learn, and they rise to the challenges set for them. Teachers make very good use of day-to-day assessment so they have secure information about what the pupils have learnt in a lesson. They use this information well to inform future planning and carefully match future tasks to what pupils already know, understand and can do. The overall strength of teaching is accurately reflected in pupils' good levels of learning throughout the school. Pupils' productivity and pace of working are good and they show very good levels of concentration and independence. The school meets the needs of all its pupils successfully and there is a strong sense of purpose throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school has built up a rich and varied curriculum that meets the needs of all its pupils. It has a very good range of out-of-school activities and clubs and these extend the pupils' experiences very well indeed.
Provision for pupils with special educational needs	Very good. These pupils are supported very well and they work hard. They are fully included in every aspect of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils get on well together and they help and support each other very well. They are aware of the wonderful world about them. They have a very good understanding of right and wrong. They know much about their own cultural traditions in a rural area, as well as cultural traditions in world religions.
How well the school cares for its pupils	Very good. Staff know the pupils very well and they take very good care of them. Pupils' progress and attainment are recorded well.

Parents are encouraged to help in the school and at home and this partnership has a positive effect on the pupils' learning. They are well satisfied with what the school offers.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership by the headteacher. There is a strong team spirit and everyone connected with the school works together effectively to guide the educational direction of the school.
How well the governors fulfil their responsibilities	Very good. They have a wide range of experience, and they are supportive of the school in many ways. They have a very clear understanding of what is best for the school if it is to continue forward successfully.
The school's evaluation of its performance	Very good. The school's evaluation of its own performance is used very well to guide future planning.
The strategic use of resources	Very good. All additional funds are well managed to promote learning and improve standards.

The school is appropriately staffed with teachers and support staff. The accommodation is adequate but lacks a hall. Learning resources are good. Funds are very well managed, and governors are well aware of the importance of making the necessary comparisons to ensure that the school is competitive.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The parents who responded to the questionnaire and attended the parents' meeting were fully supportive of every aspect of the school, including the headteacher and the teaching staff. Most felt that the school was extremely well led and managed. They were highly complimentary and supportive of the headteacher. 	<ul style="list-style-type: none"> In response to the questionnaires and at the meeting, parents had few negative views of the school.

Inspection evidence supports the very positive views of all parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When the children enter Reception, their attainment is broadly average as indicated in the baseline assessments². Some of them have had no pre-school experiences outside their own home and family. Very good progress is made in all the areas of learning. By the time the children leave Reception most of them achieve the early learning goals in all the areas of learning and a significant minority exceed these. Children with special educational needs are supported very well, which greatly enhances their learning. Overall, standards are above those expected when children start in Year 1 for a significant minority of the children.
2. The 2001 end of Key Stage 1 National Curriculum tests showed that pupils achieved standards in reading which were in the highest five per cent in comparison to the national average and in comparison with similar schools. In writing and mathematics, pupils were well above the national average in comparison with all schools and in the highest five per cent when compared to similar schools. A very high number of pupils achieved the higher level (Level 3) in reading and a well above average number of pupils achieved this level in writing and mathematics. Teacher assessments in science indicate that standards were well above the national average and in the highest five per cent compared to similar schools. Standards are improving over time as a result of more effective methods of tracking pupils' progress in order to set challenging targets and the positive impact of the National Literacy and Numeracy Strategies is raising standards.
3. During the inspection it was judged that standards were above the national average in English, mathematics and science by the time pupils were seven years of age. Most pupils make good progress and some are predicted to achieve the higher Level 3. Overall, teaching is good in Year 2 and higher achieving pupils are being suitably challenged. The current Year 2 has a significant proportion of special educational needs pupils. These are making very good progress, however, this explains why standards are currently above the national average as opposed to well above.
4. Evidence from the inspection suggests that standards in Year 3 are well above average in English, mathematics and science. The main reasons for the significant increases in pupils' attainment and progress are that teaching is frequently very good and teachers are much better than they were at assessing what their pupils have learnt and setting targets for them to achieve even more.
5. The National Literacy and Numeracy Strategies have had a positive impact on the raising of standards. The curriculum is securely in place and everyone knows what has to be taught and when. Teaching and learning are monitored very well so that gaps are quickly identified and dealt with. Everyone works together as a strong team, with their main focus on raising

² Baseline assessments, are assessments of the children's attainment in the six areas of learning carried out six weeks after they have joined the school.

standards. Pupils with special educational needs make very good progress, due to work being matched very well to their ability and very good support from support staff.

6. The school has implemented the National Literacy and Numeracy Strategies successfully throughout the school. Based on the inspection findings overall, standards of literacy and numeracy for seven year olds are above those expected of pupils of these ages. They are well above for the eight year olds. Numeracy and literacy skills are being developed effectively across the curriculum. By the time they are seven years old, most pupils can read and write at an above average standard for their age. They write interesting accounts of visits, stories, poems and reports and read these expressively. Lower attaining pupils communicate these ideas through simple phrases and words. They also have a secure understanding of number facts, and by the age of seven, the higher attaining pupils have a very good knowledge of addition and subtraction facts to 20 and are acquiring a good knowledge of place value to 1000. Pupils of lower ability and those with special educational needs have an appropriate understanding of place value to 100 and choose appropriate strategies for adding and subtracting. The school is progressing very well towards its targets, which are sufficiently challenging and are likely to be met.
7. Standards in ICT are in line with national expectations for pupils aged seven and above national expectations for pupils in Year 3. There has been very effective action taken to improve standards since the previous inspection. The emphasis on making full use of the good resources is providing for consistent, good progress throughout the school. This includes pupils with special educational needs. All pupils benefit from some specialist skills teaching from a visiting specialist teacher.
8. At the last inspection, standards in religious education were in line with the expectations of the locally agreed syllabus for pupils aged seven and eight. They are now above the expectations of the locally agreed syllabus for seven year olds and well above expectations for pupils in Year 3. These standards have been improved on as reflected in the good standard of written work seen. Pupils in Year 3 show a very good understanding of religious education and a deepening understanding of other world religions.
9. By the age of seven, pupils achieve good standards in history, geography, art and design and music. They make good progress in all these areas. They attain satisfactory standards in physical education and design and technology and they make satisfactory progress. Resources are still limited in design and technology and there is a lack of effective assessment systems to support pupils' learning. ICT is not always used to support teaching and learning in this subject.
10. By the age of eight, pupils achieve good standards in art and design, history, geography and music. They are satisfactory in physical education and design and technology. Standards have improved in most of these areas because the quality of teaching has improved, together with the quality of the curriculum and planning. This has had a direct impact on pupils' attainment. Pupils also have very good attitudes to learning and make effective use of their resources.
11. Most of the pupils with special educational needs make very good progress in their lessons and over time. Achievement throughout the school is satisfactory with regard to the targets

contained in pupils' individual education plans. Comprehensive records of achievement and progress are kept, being effectively used to inform teaching and planning.

Pupils' attitudes, values and personal development

12. Pupils enjoy learning and have very good attitudes to school. They behave very well in lessons and around the school; their personal development is very good and there are excellent relationships between pupils and staff. The standards noted at the last inspection have been maintained and improved and this helps pupils learn well.
13. Pupils are very keen to come to school. They are very willing to learn and respond well to good teaching.
14. Pupils are very interested and fully involved in both their lessons and activities such as football, cricket, dancing, and recorders. For example, during the inspection, Reception children were thoroughly entertained by their whole class reading of *Hop, Hop Kangaroo*. They confidently explained how they, like the baby kangaroo, had to try very hard when learning new things. Having made an excellent job of their reading they enthusiastically 'hopped' around the playground before writing and drawing pictures of their own experiences of 'trying hard at new challenges'. Pupils work hard and are keen to improve. They listen attentively and get on with the tasks set. Pupils are keen to ask and answer questions.
15. Pupils behave very well in lessons and this makes for a calm learning atmosphere. They behave well around the school and in the playground. Pupils know what standard of behaviour is expected and respond well. There is little unkindness or bullying and disagreements are dealt with promptly. Pupils are friendly and polite. They take good care of equipment, such as in mathematics and science, and using the computers. They tidy away neatly and quickly at the end of lessons.
16. Pupils' personal development is very good. They grow in confidence in response to the praise and encouragement they receive. Relationships are excellent and this is a major factor in pupils' learning progress. They respect one another's views, cooperate and share ideas. Pupils are sensitive to the needs of others. For example, during design and technology in Year 3, pupils were discussing the characteristics of packaging. They spoke about such things as graphics and fonts, and the use of cardboard to protect the contents. Some children took a little longer to explain their ideas, and yet all the others listened attentively and patiently to their contribution. Pupils respect the teachers and are keen to please. They settle to tasks quickly and work well with little direct supervision.
17. Pupils are learning to respect different values and beliefs. They celebrate festivals from Christian and other religions such as Harvest, Diwali, Chinese New Year, and Sukkoth. Pupils regularly visit the local church. All pupils are fully included in every aspect of school life and work in an environment free from oppressive behaviour such as sexism and racism.
18. Pupils take responsibility for their own learning through group work and research. They evaluate their own progress well against termly targets in mathematics, English and science. They think through problems for themselves as part of their investigations in science,

mathematics, and ICT.

19. Pupils help responsibly with the daily routines such as setting tables, sharpening pencils and crayons, tidying bookshelves and the cloakroom. They take turns as computer monitors and librarians. The older pupils look after the younger pupils as “playground and reading buddies”. The children in Reception develop independence very well by clearing away after activities, dressing themselves for physical education and making independent choices with their work, such as on the computer.
20. Attendance is satisfactory. Last year attendance was 94.2 per cent, which is close to the national average of 94.4 per cent. Punctuality is good. There has been some lateness in the past, but the school has worked well to address this. During the inspection, registration and lessons started promptly.

HOW WELL ARE PUPILS TAUGHT?

21. Teaching is consistently good and has improved since the last inspection. All teachers taught at least one lesson that was good and most of the teaching in Year 3 was very good or better. The shortcomings in the last report have been overcome. Lessons move forward at a good pace and tasks are matched well to pupils’ abilities. As standards rise more pupils are reaching a higher level than they did before.
22. During the inspection, teaching was observed in 25 lessons. Overall, teaching was good or better in 80 per cent of lessons, very good in 52 per cent and excellent in four per cent. The quality of teaching is very good in the Foundation Stage, good in Years 1 and 2 and very good overall in Year 3.
23. Most of the teaching staff have changed since the last inspection and they are very secure in teaching the literacy and numeracy strategies. In the 2001 tests, a well above average number of pupils are now achieving the expected level for seven year olds.
24. Children get a very good start to their education in the Reception class. When children start school in Reception their attainment is broadly average for their age. Careful assessment of what they can do initially allows the staff to plan a wide range of suitable activities for the children. Work is planned for them using the ‘stepping stones’ and their all-round development is well covered. There are very good systems for assessing how learning is progressing. Staff identify where extra support is needed and plan suitable tasks so that learning moves forward. There is a good balance between teacher-led activities and ones chosen by the children themselves. A few children have limited pre-school experience and this helps them to develop their independence as well as their personal and social skills.
25. In Years 1 and 2 the good teaching is the most important factor in ensuring that the pupils learn well and make good progress. Teachers know their pupils well and they are good at identifying what the pupils have learnt in a lesson. There are very good assessment systems in place. The best use is made of this information so that the next work is at the right level for the pupils. Lessons are well planned, classes are well organised and managed and there

are very good levels of support for all pupils. In Year 3, pupils make very good progress because 70 per cent of teaching is very good or better. Teachers have high expectations of work and behaviour and the pupils rise to the challenges set by their teachers. They take every opportunity to make their lessons interesting and exciting so that pupils want to learn. There is a consistency to their approach throughout the school and this helps pupils' learning to build on their previous learning successfully. Homework is well used to support learning. In addition, teachers' strengths are used well in ICT, religious education, science and music. Pupils are well motivated and standards have risen in these areas. The overall quality of teaching and learning for all of the subjects in the curriculum is good.

26. Literacy skills are very well taught so that learning is effective. Planning is good and work is pitched at the right levels, enhancing the learning for pupils of all abilities. Lessons get off to a brisk start, which captures the pupils' attention straight away. Teachers are effective at finding out how much the pupils have remembered from the last lesson. Effective use is made of time and this readily leads to new learning. Teachers make the best use of ICT as a tool to aid learning. Speaking, listening, reading and writing skills are well developed throughout the school and there is a consistency of approach.
27. Numeracy is very well taught. Lessons have a good structure with clear introductions and effective conclusions. Teachers make the best use of questions to find out how much the pupils have understood as well as to reinforce their new learning effectively. Pupils have regular opportunities to practise oral and mental mathematics and this helps them to become more agile at working with numbers, for example, 'If we take 12 away how many are left?'
28. Because teaching is good, learning is also effective. Most pupils want to do well and they try hard to do their best. In a music lesson with Year 3 pupils, they co-operated together well when playing 'I've got a Bee in my Bonnet' on their recorders and made good progress in combining their singing and playing with appropriate movement and actions.
29. There are no weak features to the teaching, however, where teaching was satisfactory the pace of teaching and learning was slower.
30. Pupils with special educational needs are very well taught. They have very good support and their learning is productive. Planning is shared and staff are clear about what is to be taught and learnt. Learning targets are clear and useful in both literacy and numeracy and they are specific to the pupils' individual needs. All pupils with special educational needs are fully included in every area of learning. In addition, pupils' individual education plans and progress are monitored very well.

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

31. Overall, the curriculum provided by the school for pupils aged five to seven is good. It includes all the requirements of the National Curriculum and religious education and is

planned in such a way that all pupils receive their full entitlement and have access to a full range of curriculum experiences in a balanced and systematic way. Skills, knowledge and understanding are taught in a systematic and progressive way. The range of experiences for pupils aged eight is very good.

32. The introduction of an overall plan for the curriculum has greatly improved the quality of the curriculum since the last inspection. There are clear guidelines to identify what pupils are to be taught each week, each term and each year. The school provides religious education for all pupils in accordance with the locally agreed syllabus and parents have been informed about their right to withdraw their children. The school complies with statutory requirements by providing a daily act of collective worship. Personal, social and health education is being given a higher priority, with family values, the misuse of drugs, and healthy eating interwoven into pupils' learning experiences.
33. The national strategies for the teaching of literacy and numeracy have been given due emphasis, with the increased time allocation necessitating a review of other areas of the curriculum. Consequently, other subjects such as art and design, design and technology, physical education and music have been given a reduced allocation of time. This has had no significant effect on standards. The national strategies for the teaching of literacy and numeracy have been implemented very well, and planning has created many good opportunities to link the acquired skills to other areas of the curriculum. For example, numeracy skills are promoted very well through charts and graphs in science and time lines in history which help the pupils to develop a greater understanding of how their experiences link together. Writing skills have been given a high priority and are evident in other areas of the curriculum such as religious education, history and geography where pupils use factual writing, lists, brainstorming and note taking to good effect. Pupils are given the opportunity to write using a wide range of styles. Year 1 pupils have written a simple 'Welcome' to Gayton, in which they highlight the church, chapel and the village sign, whereas pupils in Year 3 have used very good ICT skills to produce travel brochures on a given country. Pupils write accurately when comparing and contrasting times in school since 'Grandma's days'.
34. Excellent opportunities, both planned and spontaneous are created to value and to promote very good speaking and listening skills. Pupils throughout the school listen very well and are encouraged to share their opinions, knowledge and understanding with others, or when sharing feelings in 'circle time' (when pupils share their feelings and thoughts with one another whilst seated in a circle). This is planned as part of their personal and social development. Pupils in Year 1 shared their knowledge of the island of Struay and those in Year 3 discussed confidently the differences between their own classroom and what they had found out about Victorian schools.
35. Since the last inspection, ICT has been used effectively to support the quality of learning in the classroom. Besides strengthening and building on skills in literacy, and number work in mathematics, computers were used to explore rhythm in Year 3 and to record information about their favourite fruits as bar charts in Year 2.

36. Provision in the Foundation Stage is very good, with children taking part in a wide range of activities. The curriculum is well structured to cover all areas of learning. The quality and effectiveness of planning is very good and children are prepared very well for entry into Year 1. The curriculum is firmly based on early learning goals and the six areas of learning for the under fives.
37. National guidelines are now used for the teaching of all subjects and planning has improved not only for each year and term, but also for each week. Teachers have identified targets for each learning activity and, where appropriate, for each group of pupils. This added thoroughness is often strengthened where teachers use the information gained about the quality of learning to amend the planning for the next activity. The very good strategy of sharing the teaching and learning targets with pupils for each lesson is not always carried out to best effect. Sometimes activities do not always have the same degree of clarity desirable if all pupils are to be clear about the purpose of the lesson.
38. Teachers' planning takes very good account of pupils with special educational needs whose individual education plans clearly provide for gains in skills, understanding and knowledge in a range of subjects including mathematics. In the best lessons observed, the work provided for this group was well structured and classroom assistants supported pupils effectively.
39. Many interesting and valuable opportunities are undertaken to extend and enrich the quality of the curriculum. Pupils are taken out to investigate the local community making well-planned visits to local places of interest, whether to the local church or chapel, butterfly farm, mill or seaside. Older pupils are provided with residential experience, which contributes very well to their personal and social development. In addition to a very good range of visits, pupils benefit widely from a good range of visitors, which include authors, storytellers, health workers, and musicians, all of whom add to the quality of the curriculum.
40. Provision for out-of-school activities is very good and staff give generously of their time. Depending on the time of year, there are a range of opportunities including football, dance, recorders, and numerous opportunities for pupils to develop their ICT skills during lunchtimes and after school with planned opportunities matched to all ages and abilities
41. The school has developed positive and very constructive relationships with schools in the immediate locality and, where appropriate, share experiences such as music workshops and multicultural themes.
42. Work experience is offered to students from local secondary schools, as is training for non-teaching staff for children aged three to five and this is carried out very well. Although there are no definite links with the business community, sponsorship has been pursued, for example, to extend fiction and non-fiction resources.
43. Overall, the provision for pupils' spiritual, moral, social and cultural development is very good, and despite the increased rigours of the wider curriculum has been improved since the last inspection. Provision for moral and social development are very good, and are good for spiritual and cultural development.

44. Provision for pupils' spiritual development is good. There were some appropriately planned opportunities for pupils to reflect on their experiences during good quality daily acts of school worship when considering what makes each other special, or when using circle time to share why 'we are different'. Sometimes, opportunities are missed when responding to issues and experiences in the wider curriculum. Pupils work well together and value the contributions and feelings of others. Religious education lessons play a sensitive part in raising an understanding and awareness of a child's place in a multi-faith society and the quality of relationships within school is excellent. Pupils consider and reflect on issues which are significant to human experiences such as love, caring and suffering.
45. Provision for pupils' moral development is very good. The commitment to developing very good strategies to make pupils more responsible for their own standards of behaviour has been effective, including the involvement of groups and individuals in negotiating their own class rules. The programme of personal, social and health education, school assemblies, circle time, all contribute to this very good provision.
46. Provision for pupils' social development is very good. Relationships are excellent and are a strength of the school. They contribute significantly to the very good behaviour observed. Many examples were observed of pupils helping each other to succeed as when sharing computers, or willing others to succeed during group activities. Pupils have a good understanding of how to relate to others in society and how to become good citizens. They have observed people who help us, and have visited churches and elderly people to share their many talents. They are most generous when adopting charities to respond to the needs of others. Although there is not a school council, pupils have contributed to suggestions such as how to improve the school environment including the playground, wildlife and pond areas. Pupils are asked to comment on their likes and dislikes within the local environment and are often challenged to say how they could improve what they see such as tidying litter and road safety. Older pupils are challenged to develop very good research skills when using the class libraries or using the internet to extend their own knowledge and understanding. Teachers plan for independence and responsibilities and resources are readily available and independently accessible.
47. Provision for pupils' cultural development is good. There is an appropriate balance between an awareness of their own culture and a greater knowledge and understanding of the experiences, beliefs and cultures of others. A good range of planned learning experiences, visits and visitors have provided pupils with a rich understanding of their own culture. Religious education has contributed effectively to a good understanding of other cultures and beliefs, with pupils in Year 3 having a good understanding of the Hindu and Sikh Festival of Light – Diwali. Pupils recount enthusiastically their experiences of Indian stick dancing, which helped to promote a greater understanding of the multi-faith and multi-cultural society in which they live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school cares very well for its pupils, and there is very good provision for support and

guidance. The high standards noted at the last inspection have been maintained and improved. The school has good procedures for assessing pupils' attainment and progress and this improvement is a significant factor in raising pupils' standards of attainment.

49. The staff know the pupils very well, and provide a caring atmosphere that contributes greatly towards pupils' learning. Pupils' special educational needs are met and there is effective additional support from outside agencies. The arrangements for health, safety, and child protection are good. Staff know pupils with medical conditions and the arrangements for first aid are satisfactory. The school regularly checks the safety of the premises and ensures that pupils learn safely, including the procedures relating to safety in using the internet.
50. The procedures for monitoring and improving attendance are good. Parents are reminded about the importance of good attendance and punctuality. Pupils with good attendance receive certificates. Attendance rates and lateness are monitored carefully. Unexplained absence is followed up promptly.
51. The individual support provided for pupils with statements of special educational needs and for the majority of other pupils on the school's register of special educational needs enables them to successfully access the curriculum at an appropriate level.
52. Overall, the quality of the school's procedures to monitor the progress of pupils is good. However, there are very good systems in place to monitor the progress of individual pupils in English and mathematics. Test results are carefully recorded over time to give an ongoing record of how each pupil is progressing. Targets in literacy and numeracy are regularly set for groups of differing ability within each class. These targets are shared with parents and regularly reviewed. In design and technology, the school is aware of the need to develop a manageable system to enable teachers to record gains in what pupils know, understand and can do and then to use this information to plan for further improvement.
53. There are very effective measures to monitor and promote good behaviour. Staff expect high standards and reinforce good behaviour through recognition and encouragement. In the past there was a concern that some pupils were a little unruly at playtimes, however, this issue has been addressed very well. The mid-day supervisors have received training to help maintain high standards of behaviour, and the rota for lunchtime games and computer sessions works well. The school rules are discussed in circle time and pupils know exactly what is expected. Parents are well informed and support the behaviour policy. There are effective systems for monitoring unsatisfactory behaviour but these are rarely needed. There are very few occasions of unkindness or bullying and all incidents are quickly addressed. There are very effective systems in place to promote educational inclusion.
54. The school monitors and promotes pupils' personal development very well through assemblies, circle time, clear communications, and effective links with parents. These help staff to note developments and identify concerns. Pupils' confidence and self-esteem are promoted very well through very good relationships and every aspect of school life.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Parents are very pleased with all aspects of the school's provision. The parents who responded to the questionnaire and attended the parents' meeting were fully supportive of every aspect of the school, and most felt confident that the school was extremely well led and managed. They were highly complementary and supportive of the headteacher. Inspection evidence supports the very positive view of parents. The school has a very effective partnership with parents, which supports pupils' learning very well.
56. The information provided for parents is very good. There are regular newsletters. The prospectus and governors' annual report provide a good summary of what is going on in school. Parents are kept very well informed about their children's progress. The end-of-year reports are good. They are easy to read. They clearly state what pupils have learned, and what they need to concentrate on in the future. However, it is not always clear how pupils' achievements match the standard expected. Parents receive an additional report in the middle of the year. They meet formally with the teachers in the autumn and spring term in order to discuss their children's progress. There is an open day in the summer term and the teachers are readily accessible at other times. The school is quick to involve parents if there are problems. Termly class newsletters keep parents well informed on what is being taught and how they can help.
57. The contribution of parents to their children's learning is very good. The school works closely with parents and checks their views through questionnaires. They are encouraged to raise concerns and keep the school informed about their children. There are very good arrangements for introducing parents and their children to the reception class. Parents are very satisfied with the arrangements for homework. They support their children with reading, spelling, mathematics, and games. The Parent Teacher Association works well in organising activities and raising funds. Many parents support their children at special occasions such as concerts, class assemblies, and sports day. Some parents help in school with reading, visits, and projects such as the pond area and Christmas decorations.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. Very good progress has been made since the last inspection in 1997 and the headteacher, who was appointed following this, has made great strides in moving the school forward and standards are improving significantly in most subjects. Teaching is good, with many very good features, and the curriculum is very rich, broad and balanced. Pupils with special educational needs are very well provided for. Overall, the leadership and management are of a very high quality.
59. At the time of the last inspection there were a number of key issues linked to the leadership and management of the school. Very good progress has been made in tackling all the issues except one. The successes are: the introduction of a very good strategic school development plan, involving governors and staff in decision making; improved budgetary planning and financial control and very good systems for monitoring the impact of spending on attainment and progress. The one area which has remained unchanged, is the building of an additional room for the headteacher and staff, however, it is likely that this will be addressed in the future. The school has worked hard to improve the interior

accommodation and external refurbishment has recently taken place. The result is the creation of a bright, stimulating and purposeful learning environment.

60. The headteacher provides excellent leadership. All the teaching staff share a number of responsibilities, which they carry out very well indeed. Everyone works together as a very effective team. This includes non-teaching and administrative staff, lunchtime supervisory staff and the school caretaker. Governors take great pride in their role as 'critical friends' and have many strengths that they bring to the management of the school. They play a very full role in deciding the school's priorities and setting the budget. They are fully aware of the strengths and the weaknesses in the school and they know what has to be done for the school to improve further. The school development plan is very good and will lead the school forward successfully. It is closely costed, with clearly laid out timescales and responsibilities so that everyone is involved and committed to improving the work of the school.
61. The headteacher and her team are very clear about their priorities in improving standards, teaching and learning. There are very good systems for monitoring the work of the school and these have had a significant impact on the improvements so far. Targets are set for individuals and groups in English, mathematics and science and these are monitored regularly. The teachers are very focused on the performance of their pupils and the process contributes very effectively to the overall aim to improve standards. Teaching and learning are monitored very well in English, mathematics and science. Teachers' performance is monitored very effectively and all of this feeds into improving standards across the board.
62. The governing body fulfils all of its statutory requirements effectively. Governors know the school very well and they are kept very well informed about what is actually happening in the school. The chair and other governors visit the school regularly and monitor the curriculum well. They undertake their responsibilities conscientiously and they assist in the school on a regular basis. They maintain very good links between the school and the community. Governors know how the school performs against national standards and those of similar schools. They are also very clear about the standards the school achieves. This information helps them when they are setting targets for improvement.
63. Governors are fully involved in the budget setting process. Administrative staff are very good, giving valuable support to the headteacher and governors in the area of financial planning. Resources are managed very carefully including the additional funding for pupils with special educational needs. These pupils make very good progress. Governors, headteacher and staff are fully committed to achieving the best value for money and the principles of best value are always considered and implemented. Although it costs a lot of money to educate the pupils at Gayton C of E VC First School, this money is well spent and the school provides good value for money because of the very high standards achieved by the time pupils leave the school. Some training is shared with other schools in the Cluster Group. This proves effective as teachers' expertise and skills are shared and everyone benefits greatly. Priorities are firmly based on the school improvement plan and budgets are allocated appropriately.
64. The school has a good number of suitably qualified staff and the combination of their experience and expertise successfully meets the demands of the curriculum. The school uses

carefully targeted training to increase the expertise of both teachers and non-teaching staff. Professional development is clearly linked to the school development plan and to the needs of the school and this is very effective. Support staff are very well deployed and they provide very valuable support for all pupils, including those with special educational needs. The very effective teamwork contributes positively to the attainment, learning and development of the pupils. All members of the school family make a significant contribution to the effective day-to-day working of the school and a shared commitment to the school's success.

65. The accommodation is satisfactory overall, enabling the curriculum to be taught effectively. The school building is secure, clean and well maintained. The school makes the best possible use it can of its resources and compensates for its lack of inside space for physical education by arranging for pupils to share facilities to develop swimming and gymnastics. Class libraries are well organised and the provision for ICT is good. The grounds have satisfactory hard and grassed areas, with a secure outside play area for reception pupils. The adjacent well maintained field is used for sports and games.
66. Resources have improved further and are now good. The range of fiction and non-fiction books in the library, provide greater support for subject areas. All resources, including computers are used well. The only area that is under-resourced is design and technology. Resources for pupils with special educational needs are good and effective use is made of visits to places of interest to enhance teaching, learning and pupils' personal development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. Gayton C of E Voluntary Controlled First School provides pupils with a very effective level of education and there are many strengths in what it does. As the school has already identified, to improve even further, the governors, headteacher and staff should:

(1) Raise standards in design and technology by :

- Making sure that teachers throughout the school build progressively on what pupils know, understand and can do.
(paragraphs: 9, 107, 108 and 111)
- Providing teachers with the opportunity to observe the best practice in the school.
(paragraph: 107)
- Increasing the opportunities for pupils to practise their designing and making skills and improve existing resources.
(paragraphs: 9 and 111)
- Ensuring that all activities are well planned throughout the school.
(paragraphs: 108 and 111)
- Sharpen up the systems for recording what the pupils have learnt in a lesson.
(paragraphs: 52 and 111)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	13	6	5	0	0	0
Percentage	4	52	24	20	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	N/A ^{***}	51
Number of full-time pupils known to be eligible for free school meals	N/A	7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	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	3
Pupils who left the school other than at the usual time of leaving	2

^{***} N/A = not applicable

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	11	10	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	10	10	10
	Total	20	21	21
Percentage of pupils at NC level 2 or above	School	95 (75)	100 (75)	100 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	10	10	10
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	100 (75)	100 (92)	100 (92)
	National	85 (84)	89 (88)	89 (88)

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	43
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 – Y3

Total number of qualified teachers (FTE)	3.3
Number of pupils per qualified teacher	16
Average class size	17

Education support staff: YR – Y3

Total number of education support staff	4.0
Total aggregate hours worked per week	47

Financial information

Financial year	2001
----------------	------

	£
Total income	179,418
Total expenditure	175,707
Expenditure per pupil	3,254
Balance brought forward from previous year	11,084
Balance carried forward to next year	14,795

Recruitment of teachers

Number of teachers who left the school during the last two years	1.3
Number of teachers appointed to the school during the last two years	1.3
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	53
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68.0	28.0	4.0	0	0
My child is making good progress in school.	52.0	44.0	4.0	0	0
Behaviour in the school is good.	36.0	52.0	4.0	0	8.0
My child gets the right amount of work to do at home.	56.0	36.0	4.0	0	4.0
The teaching is good.	48.0	48.0	4.0	0	0
I am kept well informed about how my child is getting on.	52.0	44.0	4.0	0	0
I would feel comfortable about approaching the school with questions or a problem.	72.0	20.0	4.0	4.0	0
The school expects my child to work hard and achieve his or her best.	48.0	48.0	0	4.0	0
The school works closely with parents.	52.0	40.0	0	4.0	4.0
The school is well led and managed.	64.0	28.0	0	4.0	4.0
The school is helping my child become mature and responsible.	56.0	40.0	0	4.0	0
The school provides an interesting range of activities outside lessons.	52.0	32.0	8.0	0	8.0

Summary of parents' and carers' responses

68. The parents who responded to the questionnaire and attended the parents' meeting were fully supportive of every aspect of the school, including the headteacher and the teaching staff. Most felt that the school was extremely well led and managed. They were highly complementary and supportive of the headteacher.

Other issues raised by parents

69. In response to the questionnaires and at the meeting, parents had few negative views of the school.

70. Inspection evidence supports the very positive views of all parents.

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

71. There have been very good improvements since the last inspection in provision for children in the Foundation Stage and it is now very good. Children are admitted to the Reception class in the September or January nearest to their fifth birthday. There are currently eight Reception children in the Reception/Year 1 class.
72. Children enter Reception with broadly average attainment. Staff complete initial assessment, which provides them with a very clear overview of the children's capabilities. Baseline assessments take place during the first six weeks in Reception. The information is used very well to provide a very good curriculum based on 'the stepping stones' in the six areas of learning. Children with special educational needs are identified early and all the children are fully included in the wide and varied activities that are planned for them. By the end of the Foundation Stage, most children are on course to achieve their targets in the early learning goals in all areas of learning. However, a significant minority with special educational needs will not achieve these.
73. The quality of teaching and learning is very good overall. There is very good teamwork between teacher and support staff and this helps teaching and learning to be very effective. Staff work very well together to create a stimulating and safe environment. There are very good assessment procedures in place and the teacher uses this information very well to identify individual needs and inform planning the next tasks for the children. Learning resources are good and staff use them well to support learning. Children with special educational needs are supported very well which greatly enhances their learning. All children, including those with special educational needs, make very good progress throughout the Foundation Stage. Very positive links with parents are in place and there is regular daily contact, which helps to promote the very good relationships that exist between staff, parents and children. The main improvements since the previous inspection have been in planning and resources especially for the outdoor area of play. There is a very good Foundation Stage policy in place and a good range of equipment including pedalled vehicles.

Personal, social and emotional development

74. Provision for children's personal, social and emotional development is very good. When they start school most children have average social skills. They take turns in games, most dress themselves and they quickly become independent. They enjoy playing inside or outside and they concentrate well. Teaching is very good, so that by the time they are ready to start in Year 1 most are on course to achieve the early learning goals in this area. A significant minority will exceed these. Children are happy to come to school and quickly gain in confidence in selecting activities and tidying away. These skills are well fostered, and the wide range of opportunities encourages them to make choices successfully and to initiate their own activities. Behaviour and attitudes are very good and children respond very well to instructions. Adults promote the children's independence very well and this is why they

make very good progress. Children develop a good understanding of other cultures and Christian beliefs.

Communication, language and literacy

75. Most children enter Reception with average skills in communication, language and literacy. The quality of teaching and learning in this area is very good and this helps children to make very good progress. Most of them are on course to achieve the early learning goals by the time they enter Year 1. A significant minority are on target to exceed these. The children's skills are developed very well through literacy work. The teacher and support staff plan the work very well and this has a very good impact on learning. They have very high expectations of children's attainment and behaviour and hold their interest well. Staff make very good use of questions to encourage a response, for example, 'Why can't the little bear sleep?' Children are very keen to respond and listen well to each other. They enjoy listening to stories such as *Hop, Hop Kangaroo* and using letter sounds to identify simple words. They understand how books are organised and enjoy looking at them. They are beginning to understand that print conveys meaning, and books are taken home regularly to share with parents. Most children recognise and write their own names and children are given valuable opportunities to practise writing. A significant minority of children form their letters correctly and write underneath their teacher's writing. All children enjoy acting out roles in the Victorian classroom.

Mathematical development

76. When children enter Reception their attainment in mathematics is broadly average. Staff provide a wide range of activities, which are imaginative and enjoyable, with a strong focus on counting out the teddies and dinosaurs and place the correct number by the appropriate card. By the end of the Reception Year most of the children are on course to achieve their early learning goals and a significant number will exceed these. Counting is built on very well in Reception and most children count accurately to 20. The higher achieving children are suitably challenged and all children gain a good understanding of colour, shape and size. The quality of teaching and learning is very good and children with special educational needs are very well supported so that their learning is very effective and they make very good progress. Tasks are set at the right level, and very good on-going assessment gives accurate information about what the children have learnt.

Knowledge and understanding of the world

77. Provision and teaching for the children to develop knowledge and understanding of the world around them are very good. This helps children's learning and they make very good progress. Most children are on course to achieve their early learning goals by the end of the Reception Year and a significant minority will exceed these. This is particularly so in the skills of ICT, with the result that most children are confident in using the mouse to follow simple computer programs in literacy, mathematics and a range of other applications. For instance, children can use the mouse effectively to activate simple animations on the screen. They enjoy practising their cutting, joining and sticking skills when making a collage picture

of the boat trip to the Island of Struay. They are confident, and show increasing awareness of festivals and special events such as Bonfire Night and Remembrance Day. Children use construction bricks to make successful models of houses and lorries. Effective use is made of resources to support children's learning. They are developing a good sense of time and place and have a growing awareness of their own culture and other people's cultures.

Physical development

78. Children of all abilities make very good progress and by the time they reach their fifth birthday most are on target to achieve the early learning goals for the age group, and a significant minority will exceed these. Teaching is very good and activities are carefully planned to systematically develop children's skills. They play safely and can ride their wheeled vehicles competently. They enjoy practising physical skills such as climbing and balancing. They show an increasing awareness of space, move confidently and are well co-ordinated. They make safe and effective use of large and small equipment, and have a very good awareness of health and safety issues. Children's dexterity is developed very well through playing in the sand and water, rolling, cutting and threading beads. Their writing and gluing skills are developed very well and they handle glue, pencils, scissors and paint brushes successfully.

Creative development

79. Children enter school with average creative skills. Most children are on course to achieve their targets by the end of the Reception Year and a significant minority will exceed these. Children make very good progress because the quality of teaching is very good. Activities are well planned and appropriate to the children's stage of learning. They express their own ideas very well in pattern and they learn about colours, pattern and texture. Most children can use paint effectively and use a range of colours. They know how to hold a paintbrush effectively and most control paint to ensure that it does not drip. Their imagination is developed very well in the areas of story telling and imaginative play. They respond very well to music and sing a wide range of songs to develop their literacy and numeracy skills. They enjoy music and action songs such as *The Farmer's in the Den*. They learn how to handle simple percussion instruments correctly in music lessons. They create a good range of models. Children in Reception have many valuable opportunities to express their own ideas and communicate their feelings through role-play.

ENGLISH

80. Very good progress has been made since the last inspection. In the tests in 2001, the seven year olds achieved very high standards in reading (in the top five per cent nationally) and well above standards in writing. The school reached its English targets for 2001 and some pupils exceeded these, despite them being sufficiently challenging. Inspection findings indicate the standards at the end of Year 2 are above those expected for the pupils' ages. The reason for the difference between the most recent test results and inspection judgements on standards is because the proportion of pupils achieving the higher Level 3 will be reduced due to a significant number of pupils this year on the special educational needs register.

Standards are well above average in Year 3. Pupils with special educational needs make very good progress in relation to their ability. Boys have done less well than girls at reading and writing but the school knows about this and is tackling it very well. Boys are achieving better all round. There are a number of reasons for pupils' significant gains:-

- teaching is good, with many very good features. It is well focused and the National Literacy Strategy has had a positive impact on standards and teaching;
- the English curriculum is very good and staff know the subject very well;
- there are very effective systems for monitoring attainment and tracking progress. This means that difficulties in learning can be identified and tackled quickly.

81. By the age of seven, standards in speaking and listening are good. Pupils in Year 3 have very good speaking and listening skills. Teachers provide very good opportunities for pupils to develop their speaking and listening skills and this is boosting attainment. They set up the introductory part of lessons so that pupils have time to share what they know and have learnt, and they acquire and use the language associated with the topic. A very good example of this occurred in Year 1 where pupils worked hard with the teacher to write their own story about not being able to sleep. Pupils confidently made suggestions, some of which were used in the story. Throughout the school, teachers encourage pupils, when working in pairs or in small groups, to discuss their work with each other. They value one another's views and frequently this takes their own understanding on a bit further. Teachers place appropriate emphasis on teaching the correct terminology, as in a Year 3 religious education lesson on Diwali. Most pupils have a good vocabulary and they use the words they know to good effect. Vocabulary is expanded well as it is associated with the different topics and subjects across the curriculum. Pupils make good progress throughout the infant stage and very good progress in Year 3. Pupils with special educational needs make very good progress throughout the school. Most pupils respond thoughtfully to adults' questions. They are keen to answer questions based on poetry such as *Picnic Tree* and *Another Day* in Year 2. The higher attaining pupils make their meaning very clear and all pupils speak with growing confidence. Teachers effectively model the pupils' answers into correct sentences and this helps pupils to extend their ideas successfully.
82. By the age of seven, most pupils achieve above average standards in reading. Pupils in Year 3 achieve well above average expectations for pupils of their age. Teachers know the pupils well and very good use is made of assessment to assist their learning. Pupils' reading skills are broadly average when they start school and as they move through school all pupils, including those with special educational needs, make very good progress. In Years 1 and 2 the pupils build successfully on their knowledge of letter sounds and combinations. These are taught in a well-structured way with plenty of time for pupils to practise. This helps them to become fluent readers. Average and higher attaining pupils develop their knowledge and understanding of letter sounds more speedily, which helps them to tackle new and unfamiliar words. In Year 3 pupils read fluently and accurately and speak with first hand knowledge of a range of different authors including Dick King-Smith, Roald Dahl and J K Rowling. Reading record books are used well throughout the school. They demonstrate the pupils' very good progress as well as regular monitoring by teachers. They are also an effective means of keeping parents informed of their child's reading skills. Most older pupils are skilful at finding information from various sources such as literature, reference books and

CD-ROM.

83. Standards of writing are above average at the age of seven. Average and higher attaining pupils write interesting accounts of visits, stories, poems and reports using simple sentences. Lower attaining pupils communicate their ideas through simple phrases and words. Their vocabulary is good and they are developing interesting ideas. Teachers plan and prepare work that interests and motivates the pupils. They are improving their ability to write and communicate more effectively through the teachers' proficient use of ICT. Pupils in Year 3 achieve very good standards of attainment in relation to pupils of their age. This is due to very good teaching and very good modelling of writing for the pupils. For example, pupils worked very hard with the teacher to create a very good quality 'SHAPE'³ poem about a snake, resulting in a very good quality poem. For example, 'Smooth and sliding, Sometimes hiding, Sleeping silently, Ferociously gliding!' Pupils are taught to use punctuation in their work and this is having a strong impact on standards. Pupils are encouraged to use their writing skills in other subjects such as writing reports and recording their findings in science and describing what it was like to be a child in a Victorian School. Most pupils join up their handwriting by the end of Year 2. Only the lower attaining pupils still print and sometimes their writing lacks fluency. There is a whole school approach to teaching phonics⁴, which is having a good influence on improving pupils' knowledge of letter sounds. The higher attaining and average attaining pupils understand and identify spelling patterns in simple words and this speeds up their progress.
84. The teaching of English is good with good improvements in the quality of teaching and learning throughout the school. The quality of teaching and learning is very good in Year 3. Planning is very good, objectives are clear and tasks are matched well to pupils' ability. Teachers are confident in delivering the National Literacy Strategy and consistency in the management of lessons is improving pupils' progress. Teachers know their pupils well and they are good at assessing what the pupils have learnt in a lesson – as in a Year 1 lesson where pupils analysed why the little bear could not sleep. Marking is carried out regularly and there is consistent use of individual target setting for pupils. Very good use is made of support staff to support the needs of pupils of all capabilities. Pupils are well motivated and keen to learn in lessons. ICT is used well to support teaching and learning especially in religious education, history, geography, mathematics and science.
85. The subject is very well managed and there is a clear, shared plan for the way forward. The co-ordinator has established very good systems for monitoring and evaluating standards, teaching and learning which provide accurate and up-to-date information so that trends are identified. Day-to-day assessment is very good and is used well as a basis for planning the next stages in learning for all the pupils. Listening skills are being developed well across the curriculum, especially in writing. Pupils listen very carefully to one another's views and value their contributions to lessons. The class libraries are used well to support pupils' independent learning skills. The libraries are used well in meeting the objectives of the National Literacy Strategy.

³ A 'SHAPE' poem is one in which the text sketches the outline of the poem's subject.

⁴ Phonics is a strategy used in the teaching of reading to improve pupils' knowledge of letter sounds.

MATHEMATICS

86. Overall, standards in mathematics are above those found nationally in primary schools for pupils by the age of seven. In tests for seven year olds in 2001, results were well above when compared with all schools nationally and are in the highest five per cent when compared with schools of a similar background. In addition, standards were well above at the higher Level 3 when compared not only with similar schools but also when compared with schools nationally. Progress for this group of pupils now aged eight has accelerated, and standards remain high, with girls performing only marginally better than boys. Since the last inspection, when standards were judged to be in line with those typical for pupils aged seven nationally, there has been a significant increase in pupils achieving standards typical for their age nationally both for the typical Level 2, and also for the higher Level 3. Evidence gathered during the inspection from lesson observations, scrutiny of work in pupils' books, including those from last year, and discussions with pupils and staff, indicates that standards in mathematics will remain above those found typical nationally by the end of Year 2 at the lower Level 2, but that the proportion of pupils achieving the higher Level 3 will be reduced due to a significant number of pupils this year on the register of pupils with special educational needs.
87. By the age of seven, pupils of lower ability, and those with special educational needs have an appropriate knowledge and understanding of place value to 100 and solve money problems using mental calculations. They choose appropriate strategies for adding and subtracting and are experiencing simple fractions such as halves and quarters. They understand angles in turning and begin to estimate and then measure using non-standard and standard units.
88. Higher attaining pupils have a very good knowledge of addition and subtraction facts to 20, and mentally recall 4, 5, and 10 times table facts. They are acquiring very good knowledge of place value to 1000 and recognise patterns and sequences of odd and even numbers. They classify a range of two-dimensional shapes and three-dimensional objects according to their properties and explain reflective symmetry. Pupils measure accurately in centimetres and estimate appropriately in metres, and record time in both analogue and digital forms. They develop patterns of odd and even numbers, and use doubles and near doubles to solve addition problems. By the age of eight, pupils have consolidated these experiences and have experienced a greater range of measuring covering length, capacity and time, and they have investigated a greater range of strategies to solve problems. Pupils' competence in numeracy is developed well in science, history, geography and art and design. Their understanding of place value has widened with pupils knowing what happens to numbers and place value when multiplying and dividing by 10 and 100.
89. There has been a significant improvement in using and applying mathematical skills and strategies since the last inspection. Pupils are more involved in carrying out investigations and then explaining how to solve problems. They discuss their work well and are expected to check their answers. Their work is well presented and accurate.
90. The progress made by pupils in mathematics as they move through Years 1 and 2 is good. This progress then accelerates in Year 3 with all pupils making very good progress

regardless of ability or gender. There is evidence that progress has improved since the introduction of the National Numeracy Strategy. Pupils have very good attitudes to their work throughout. Pupils with special educational needs make good progress in relation to prior achievement in Years 1 and 2 and very good progress in Year 3.

91. The overall quality of teaching is good. Good to satisfactory in Years 1 and 2. In the three mathematics lessons observed, the quality of teaching ranged from very good to satisfactory by the end of Key Stage 1, to very good in Years 1 and 3. Overall, progress is consistently good with some very good teaching in Years 1 and 3. There was no unsatisfactory teaching. The quality of teaching in mathematics has improved significantly since the last inspection when it was judged to be good overall.
92. An appropriate amount of time is allocated to the subject in all year groups. Teachers have implemented the three stages of the National Numeracy Strategy effectively and give due emphasis to mental and oral work. Overall, the mental and oral introductions are good; pupils are then set tasks, which are matched to their abilities; and then the summing up period is used to check gains in knowledge and understanding. At its best this part of the lesson is used to introduce new learning or inform pupils about the next stage of learning.
93. When teaching was most effective, teachers' planning included clear goals for learning, questioning was used effectively to constantly check knowledge and understanding, and strategies were shared in order to enable pupils to apply new skills. Overall, pupils were well managed, and learning activities were challenging. Homework is used consistently to support teaching and learning in mathematics. At its best mental work was conducted at good pace and made use of a range of appropriate devices in order for teachers to check understanding and accuracy. Where appropriate, number cards and squares, and whiteboards were used with enthusiasm and accuracy.
94. Pupils were very well behaved in lessons, responded positively to challenge, and were attentive and eager to contribute to lessons. They worked co-operatively when required and maintained concentration. Older pupils used initiative to select strategies to solve problems. Pupils presented their work tidily and accurately.
95. In the Year 1 class, pupils developed strategies for 'adding on' with lower attaining pupils using number pairs to 10, and higher attaining pupils using numbers to 20. In a Year 2 class, pupils were taught strategies for adding 9 or 11 to a given number, whereas in a Year 3 class pupils were introduced to decimal notation, and were beginning to understand order when measuring in metres and litres and when using money.
96. Assessment is used effectively to track gains in skills, knowledge and understanding and then this information is used to set targets for improvement. These targets are shared with pupils and they are informed when they have been successful. Marking is used mainly to record achievement and give praise. At its best, marking informs pupils of targets met and challenges them to improve further.
97. Mathematics is very well led by the co-ordinator. Effective in-service training has raised teachers' knowledge and understanding. The co-ordinator has produced a good policy statement and provided advice on curriculum planning. She produces termly action plans

and as priorities change they are incorporated in the school development plan, which guides improvement. Performance data from statutory test results has been carefully analysed to improve the quality of learning, especially for higher attaining pupils. The co-ordinator has monitored the quality of teaching and learning in mathematics by observing lessons and examining teachers' planning and pupils' work. Teachers have been given oral and written feedback and have been challenged to improve further. Best practice has been shared with all teachers. She has strong links with the mathematics' governor who helps to monitor the provision for all pupils including those with special educational needs. Resources for mathematics throughout the school are good.

98. A significant and effective investment has been made in resources for supporting mathematical activities using ICT throughout the school. Programs have been provided to develop skills and understanding in a regular and consistent manner. Groups of pupils used computers every day developing themes, which matched the activities planned for that day. They make effective use of resources in the class libraries to support their mathematical learning.

SCIENCE

99. The most recent teacher assessments in 2001 show that standards were very high in comparison with the national average for pupils by the age of seven. Inspection findings reflect these standards in Year 3. By the age of seven, inspection evidence shows that pupils are currently above average in attainment the proportion of pupils achieving the higher Level 3 will be reduced this year due to a significant number of pupils on the register of special educational needs. All aspects of the science curriculum are covered well with an increase in planned opportunities for pupils to investigate and find out for themselves. Since the last inspection there has been a thorough revision of the science curriculum resulting in very good provision. Systems for assessing what the pupils know, understand and can do are well developed and inform planning successfully.
100. Year 1 pupils have a good understanding of the features of living things. Most pupils can distinguish between living and non-living things and they can identify simple differences between plants and animals. Science is enjoyed and the pupils try very hard. All the pupils are very keen and eager to learn. Teachers and support staff support learning very well and are successful in developing pupils' speaking and listening skills. Their input enables the pupils to make good progress over time. Pupils with special educational needs make good progress in relation to their prior achievement in Years 1 and 2 and very good progress in Year 3.
101. Seven year olds make appropriate observations and measurements in their work. The higher and average attaining pupils draw simple conclusions from what they see, for example, when testing model vehicles running down a ramp. They have a good knowledge about the places that different creatures and plants live in. Due to effective teaching they understand that day and night are caused by the Earth turning away from the sun.
102. Pupils in Year 3 do well when they are planning to use a fair test as part of their investigations. In a lesson to find out if magnets are equally strong, they quickly prioritised how they were going to tackle the task, itemised what they needed and who was going to do

what. They made realistic predictions and recorded and evaluated their work well as their testing progressed. They evaluated their work well at the end of the lesson. All of the pupils worked hard with good levels of concentration because the task was well planned at the right levels. This made it both interesting and challenging. The teacher developed their literacy and numeracy skills well. Higher and average attaining pupils successfully drew on their existing knowledge and the importance of recording was well understood. Lower attainers also achieved well in relation to their ability. The task was pitched at the right level and the teacher knew the subject well.

103. Teaching is consistently good and this is reflected in pupils' work and progress made in lessons. Lessons are well planned and delivered and no time is wasted. Pupils draw on their earlier learning successfully and are good at predicting what might happen in an investigation. They are much better than they were at recording their work, which is neatly presented in a good range of charts, diagrams, graphs and factual writing. Teachers always use the correct scientific vocabulary and this successfully extends the pupils' own vocabulary. ICT is used well and makes a valuable contribution to teaching and learning.
104. The co-ordinator provides very good clear educational direction for this subject. She has worked hard to improve the science curriculum, as well as raising standards and in this she has been successful. Teaching, learning and standards are monitored effectively. Pupils use their class libraries well to develop their independent learning skills in science.

ART AND DESIGN

105. The attainment of seven year olds is above that expected for their age and this standard is maintained in Year 3. There has been a good improvement since the previous inspection with the introduction of a very good policy and scheme of work, which have had a positive impact on teaching and learning. In each year group, pupils make good progress as they reflect on new skills and techniques in their own work and as they experiment with colour, light and texture.
106. Younger and older pupils, including those with special educational needs, make good progress. They are fully involved in all aspects of art and design. They really enjoy the subject and take a lot of pride and care in their work.
107. Year 1 pupils make good progress with developing and improving their pencil and drawing skills. Year 1 pupils produced good quality observational drawings of leaves, branches, twigs, conkers, feathers and fir cones. Art and design is used well in other subjects, such as geography, when Year 1 pupils produced a bright collage of people going to Struay on board a ship. In Year 2, pupils continue to develop their skills well and take a pride in contributing paintings and designs to their class art gallery. Pupils in Year 3 have experienced life in a Victorian school and depicted this very well in a wonderful collage. Very good links have been made with religious education and an excellent display on Diwali includes lovely examples of their rangoli patterns and clay divas. Good use is made of ICT to generate designs.

108. Pupils enjoy art and design lessons, share resources amicably and are keen to discuss their work with others. Older pupils work independently at a chosen task and they behave very well as they complete their work.
109. Teaching of art and design is good with well-planned lessons that ensure a wide range of skills and experiences are built upon each year. Pupils are given time to modify and improve their work, which is helping to raise standards. Classrooms are well organised for art and design work and resources are good.
110. The subject is very well led and the teaching and learning has been informally monitored throughout the school.

DESIGN AND TECHNOLOGY

111. The attainment of seven year olds is in line with that expected for pupils of their age. The below average work on display does not reflect the good practice observed during the period of the inspection.
112. The appointment of a new co-ordinator for design and technology is already beginning to have an effect on standards. Curriculum planning is becoming more closely linked to national guidelines, with a greater range of activities planned. Her action plan includes a wider range of making using a greater range of materials with activities linked closely to other areas of the curriculum.
113. In the Reception / Year 1 lesson on food technology, when pupils prepared and ate their baked potatoes, standards were above those typical for pupils of these ages. In this activity, there was a high level of pupils being involved in their own learning, not only at the planning stage but also at the making stage when they had to choose their fillings. Of particular note was the way in which pupils evaluated their choice of fillings. Older pupils were challenged to comment on any improvement. In the Year 3 activity, pupils produced nets for three-dimensional objects to make into Noah's Ark and the animals. They completed their tasks with a high degree of accuracy.
114. In both lessons seen, one in each key stage, teachers knew their pupils well and questioning and support was matched to the needs of all and all pupils made very good progress, including those with special educational needs. In both activities, teachers had very high expectations and shared their teaching and learning objectives with the pupils. All pupils responded enthusiastically and made very good progress. They collaborated well and used tools safely. Younger pupils showed a good understanding for health and cleanliness when developing their food technology skills.
115. Resources are still limited, and ICT is underused to support teaching and learning. The co-ordinator is aware of the need to develop a manageable system to enable teachers to record gains in what pupils know, understand and can do and then to use this information to plan for further improvement.

GEOGRAPHY

116. Although only one lesson was observed during the inspection, a judgement on standards has been made after having spoken to pupils and the subject co-ordinator; observed planning and checked the quality of pupils' previous and current work and displays. Evidence indicates that standards have remained above those typical of pupils by the age of seven since the last inspection.
117. Curriculum guidelines, based on national recommendations, are now in place, enabling pupils to make regular and progressive gains in knowledge and understanding. In the one lesson observed, Year 1 pupils used geographical terms such as **river, hill, bog** and **loch** when drawing a large-scale map of the imaginary island of Struay. Pupils have a good understanding of the similarities and differences when comparing Struay with Gayton. Whereas pupils in Year 1 describe what they 'can see' from their bedroom windows on Struay, by the age of seven, pupils list and compare the physical and human characteristics of the two localities and express opinions about their likes and dislikes. In Year 3, pupils use ICT effectively to carry out research skills about other countries. They have responded positively to the challenge to produce a guidebook on a country of their choice.
118. Map work is developed appropriately with the youngest pupils drawing their route to school from home. Pupils in Year 2 have produced a simple map of Gayton and locate features such as the school, church, chapel, and local shops. They have produced a 'Welcome to Gayton' brochure illustrating places 'one must see' and share opinions as to how the environment might be improved. Older pupils look at the wider world and investigate patterns of climate, and vegetation, as well as extending map work to trace popular holiday destinations. Pupils' geographical vocabulary is developed well throughout the school.
119. In the one lesson observed, teaching was very good. The pace of the lesson was brisk, and the teacher had high expectations when challenging Year 1 pupils to produce a map from a three-dimensional model of Struay. Activities were very well matched to the needs of all pupils, including those with special educational needs. All pupils made very good progress. They enjoyed their activities, showed very good attitudes and learned enthusiastically. They worked well together and were eager to share their findings. Resources have been well maintained, and are used effectively. The co-ordinator is aware of the need to develop a manageable system to record information about the gains in skills, knowledge and understanding. ICT is used well to support teaching and learning and pupils make good use of the class libraries to research their topics.

HISTORY

120. Standards have improved and are above those typical of pupils by the age of seven. Standards have also improved in Year 3, and are now above what is typical for pupils by the age of eight. Overall, progress is satisfactory for all pupils, including those with special educational needs, in Key Stage 1 and accelerates to good by the age of eight. Although only one lesson was observed in each key stage, a judgement has been reached after talking to pupils and the subject co-ordinator, observing planning, viewing displays, and checking pupils' work from both this and last year.

121. Detailed curriculum guidelines, based on national recommendations, are now in place, enabling regular and progressive gains in knowledge and understanding. Much of the history undertaken this term coincides with the school's 150th anniversary. Pupils under the age of six are excited by their 'old' classroom and are capable of sharing the similarities and differences of schools from beyond their living memory. In Year 2, pupils have examined the building and explored aspects such as the Bell Tower, bricked up doors, flint walls, metal drainpipes and thick wooden doors. Pupils in Year 3 have investigated aspects of Victorian life and have a greater awareness of the society in which their great-grandparents lived. They have compared toys and games, and considered the life styles of both rich and poor. Events are plotted on a time line as are other experiences such as their birth and the opening of the school. Younger pupils have plotted events during their short life span, and gained knowledge and understanding of the links between events by considering themselves and their families.
122. Overall, the quality of teaching and learning is good. Teaching ranges from satisfactory to very good. Where teaching is at its best, planning for historical enquiry is good and pupils are challenged to find out things for themselves, whether it be by visiting museums, dressing up and being in role for the day; questioning their parents and grandparents; or using ICT, especially the internet, to build on skills, knowledge and understanding. There are good links with literacy, with pupils using lists, note taking, and using chronological and persuasive writing to investigate past societies. Pupils in Year 3 have used *Clip Art* effectively to illustrate their workbooks.
123. The co-ordinator maintains an overview of the subject by evaluating planning and observing pupils' books. She is aware of the need to develop a manageable system to record information about the gains in skills, knowledge and understanding. Resources are good and there is an appropriate range of CD-ROM, photographs and books in the school libraries. Good use is made of these resources to support pupils' learning in lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

124. By the age of seven, pupils attain standards in ICT which are at least typical of those found nationally for this age group, with evidence that a significant proportion of the pupils in Years 1 and 2 demonstrate skills which are above those expected. The use of ICT skills, knowledge and understanding to support learning across the curriculum in each classroom is good. As pupils move into Year 3, standards are above those considered typical for pupils aged eight, and all, including those with special educational needs, make very good progress.
125. Following the last inspection when standards were judged to be below those typical of pupils by the age of seven, ICT was given a high priority and, supported by governors, resources were upgraded until now there are seven personal computers and an appropriate range of software. Additional funding was allocated to the available national funding and very good in-service training was used to raise the skills, knowledge and understanding of all teachers, and the expertise of a specialist teacher acquired by the cluster group of schools has proved to be a very good investment.

126. Pupils in Year 1 produced word-processed labels for their model of the island of Struay. Pupils in Year 2 produced bar charts to record and represent information gained about favourite fruits and journeys to school. They had also used *Dazzle* (an art program) to create firework pictures using 'spray' and 'fill'. By Year 3, pupils have made very good progress and use the internet to develop good research skills. In geography they have produced guidebooks for countries of their choice and in history they have used *Clip Art* to decorate their folders with aspects of Victorian life. ICT is used well to support pupils' learning in history. Evidence from last year's work demonstrates that in Years 2 and 3, pupils used computers to extend all areas of learning and gain a good understanding of how to control programmable toys. In Year 3, pupils used *Beat Box* to experience different preset rhythms and were then challenged to improve by adding repetitive sounds. Pupils make effective use of databases in mathematics, geography and science and they are competent in retrieving stored information. Good use is made of adventure games to develop their ICT skills.
127. Overall, progress is good which is accelerated in Year 3 where all pupils, including those with special educational needs, make very good progress. Some pupils bring a range of skills from home. Others have improved through residential experience, and the decision to share the use of an ICT specialist through the cluster group of schools has added significantly to the quality of teaching and learning.
128. The overall quality of teaching is good. Effective in-service training has raised the confidence of teaching and non-teaching staff, despite the fact that the co-ordinator for ICT is on maternity leave. During the period of the inspection, some very good teaching by the visiting specialist teacher was observed when pupils were challenged to build on their previous skills. They worked very well in pairs and demonstrated a high level of social skills.
129. The co-ordinator for ICT skills has moved the subject forward significantly. She provides very good, clear educational direction for the subject. There are very clear guidelines to assist colleagues on how pupils might build on skills, term on term and year on year. She has introduced assessment procedures so that gains in skills, knowledge and understanding might be recorded, and then used to set targets for improvement. She has also identified where software needs to be strengthened and arranged so that resources are used effectively. A consolidation of skills takes place, with two after school clubs and a lunchtime rota extending the range of activities planned during curricular time.
130. Pupils' attitudes to learning are very good and they enjoy ICT. Older pupils accept the responsibility when expected to work independently or in pairs. They respond positively and enthusiastically when challenged, and work well collaboratively to solve problems. Pupils are very well behaved, with this good behaviour contributing significantly to the quality of teaching and learning. Pupils make effective use of the CD-ROM and class libraries to research information.

MUSIC

131. Attainment has been maintained for the seven year olds since the last inspection and is above expectations for pupils of this age. In Year 3, standards have improved from being

unsatisfactory to good. All pupils, including those with special educational needs, make good progress. Curriculum planning is good and the quality of teaching is consistently good across the school.

132. In Years 1 and 2, pupils' singing is tuneful and expressive. They have a good sense of pitch and are given valuable opportunities to practise their performance by the teacher. Year 2 pupils sing *We've Come to See the Baby* enthusiastically and they have a good understanding of rhythm and beat. They perform well as a class orchestra to music by Edward Strauss. Clear explanations are given about adding suitable, rhythmical accompaniments. This results in pupils demonstrating that they have a good understanding of tempo as they play *Off We Go!* Pupils are encouraged to listen to music and their musical vocabulary is developed well throughout the school. Valuable opportunities are provided for them to evaluate and refine their performance.
133. Pupils in Year 3 are making good progress on the recorder and demonstrate a lively sense of rhythm as they perform *Samba*. Very good use is made of ICT in composition work, which enriches both the teaching and pupils' learning. They work very well together in pairs on composition work and are keen to practise, refine and perform this.
134. The quality of teaching and learning throughout the school is good overall. Lessons are thoughtfully prepared with well-chosen songs such as *I've got a Bee in my Bonnet*. There are valuable opportunities for singing, composition work, percussion work and listening and appraising. The specialist teacher has very good, secure subject knowledge and understanding and high expectations of the pupils' performance. Pupils literacy and numeracy skills are developed well through song and rhythmical composition. They co-operate well in group work, listen carefully and have very good attitudes and this helps them to make good progress.
135. The main improvement since the previous inspection has been a strengthening and enriching of the curriculum resulting in good planning. Valuable links are made between music and movement. The coordinator provides very good, clear educational direction for the subject and opportunities are provided for pupils to share their skills in performances in the school and out in the community. Pupils perform in the local church and chapel and sing carols around the village at Christmastime. They participate in concerts held with local schools in King's Lynn.

PHYSICAL EDUCATION

136. By the ages of seven and eight, standards in physical education are broadly typical of those found nationally, with appropriate coverage of the National Curriculum requirements of gymnastics, dance, swimming and developing team and games skills. The school is most conscious of the lack of indoor accommodation, and the restrictions this causes. Consequently, pupils' physical development is given a high priority even when this results in having to pay to share facilities to develop swimming and gymnastics. The school uses this part of the budget to good effect.

137. The overall quality of teaching is satisfactory. In one of the lessons seen, Year 2 pupils enjoyed their running and jumping activities and used small apparatus safely. Of particular note was the way in which pupils demonstrated good personal and social skills. Not only were pupils well behaved, but they also used space well, listened carefully, and collaborated very well when putting out and returning equipment. During this and the dance club activity, pupils showed appropriate physical and social skills and a good level of spatial awareness and increasing control. There was a good level of enjoyment and pupils were enthusiastic about their opportunities to perform. Planning is satisfactory, however, there is no formal recording of pupils' gains in skills, knowledge and understanding.
138. The co-ordinator has recently undertaken this subject responsibility and is seeking to introduce other sponsored opportunities to widen pupil experiences. She is aware of the need to develop assessment procedures in order to record the gains in skills, understanding and knowledge and then to use this information to plan for the next stages of learning.
139. Dance is well developed with pupils preparing for festivals and events within the local community. Every opportunity is taken to use the playground and the well-managed school field to develop small team and games skills. Although the school does not have a hall it makes the best use of its existing resources. The 'gym trail' is used effectively and seasonal opportunities such as football and 'kwik' cricket are arranged by bringing in expertise. Teachers and volunteers give generously of their time with extracurricular activities such as dance and football club preparing pupils for competition against other schools.

RELIGIOUS EDUCATION

140. Pupils' attainment at the end of Year 2 is above the expectations of the locally agreed syllabus for religious education. By Year 3, standards are well above expectations for this age group. The standard of discussion is often very good, for example, when they discuss Diwali. Pupils with special educational needs make very good progress and contribute well to the discussion in lessons. Standards have improved since the last inspection when they were found to be satisfactory for seven year olds and good in Year 3. There have been good improvements in planning and resourcing the curriculum and these support pupils' learning well.
141. The quality of pupils' learning in Years 1 and 2 is good. Pupils recognise the features that make the local church a special place for Christians. They recall the significance of the life of Jesus and recognise stories from the Old Testament. Pupils know the significance of religious festivals such as Harvest, Christmas and Easter. By seven years of age, pupils can explain the circumstances in which Jesus entered Jerusalem and can compare the Christian practices of weddings and christenings with other religious practices. Pupils in Year 3 have a very good understanding of how and why Hindus celebrate Diwali.
142. Good links are made with assemblies and this helps to extend pupils' knowledge as well as their understanding. Learning is effective because each unit of work is presented in a challenging way that interests the pupils. Pupils enjoy their work and are very keen to join in activities. Their spiritual, moral and social development is extended very well through their

work on different religions, learning the difference between right and wrong and topics on helping others and learning the value of having special friends. Good, clear progression through each topic enables pupils to consolidate their earlier learning more effectively.

143. The quality of teaching and learning is good overall. All teachers are confident in their knowledge and understanding of the religious education syllabus and about the religions studied in the school. The quality of teaching and learning in Year 3 is very good and this is having a strong impact on standards. There is a very good emphasis on the spiritual, moral, social and cultural development of pupils and on feelings and friendships in many other activities. The school's work on citizenship is effectively supported. The subject is well planned and integrated into the life of the school, giving the pupils a wide range of experiences and building well on their skills, knowledge and understanding. The school's high moral and social values are well supported by assemblies and the teaching of religious education. The attitudes and behaviour of the pupils are very good and the use of ICT supports pupils' learning well. Pupils use their class libraries well to research topics.
144. The subject is very well co-ordinated and religious education makes a valuable contribution to the pupils' spiritual, moral, social and cultural development.