

# INSPECTION REPORT

**Emneth Primary School**

Wisbech

LEA area: Norfolk

Unique reference number: 120870

Headteacher: Ken Rickard

Reporting inspector: Michael J Cahill  
19623

Dates of inspection: 8 – 12 May 2001

Inspection number: 195017

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: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Hollycroft Road  
Emneth  
Near Wisbech  
Cambs

Postcode: PE14 8AY

Telephone number: 01945 583885

Fax number: 01945 466103

Appropriate authority: The governing body

Name of chair of governors: Andy Green

Date of previous inspection: March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Michael Cahill 19623	Registered inspector	Science Information and communication technology Design and technology	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
Helen Barter 9052	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Glenys Bramley 22902	Team inspector	Foundation Stage Art Music Religious education	How well is the school led and managed?
Ken Hobday 21372	Team inspector	Mathematics Geography History	How good are the curricular and other opportunities offered to pupils?
Sanchia Pearse 4787	Team inspector	Equal opportunities Special educational needs English Physical education	Attitudes, values and personal development

The inspection contractor was:

TWA *Inspections* Ltd  
5 Lakeside  
Werrington  
Peterborough  
Cambs  
PE4 6QZ

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
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
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	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>14</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS</b>	<b>28</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The school is about the same size as other primary schools, with 261 full-time pupils (110 boys and 151 girls) taught in nine classes, five of which contain pupils from more than one age group. Thirteen of the children in the reception class were under five years of age at the time of the inspection. There are 54 pupils on the school's register of special educational need; at 20.7 per cent this proportion is close to the national average. Four pupils have full statements of special educational need; this is in line with the national average for the size of school. The attainment of most children on entry to the school is around the national expectation. Thirty-five pupils take a free school meal; at 13.4 per cent this is broadly in line with the national average.

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

This is an effective and improving school with many good features. It is now very well led and managed and is moving forward from a period of relative under-performance during which standards in most subjects did not rise. Pupils benefit from good educational support and guidance and develop good attitudes to learning. The school provides sound value for money.

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

- The headteacher and senior staff provide strong leadership and management that are clearly focused on raising the level of pupils' achievements.
- The governing body takes an active leading role in shaping the future direction of the school.
- The programme of staff development is well designed to raise standards and improve the quality of education provided.
- The school gives children a good start to their full-time education in the Foundation Stage.
- The school is successful in promoting good attitudes to school and good behaviour and relationships among the pupils.
- There is a pleasant purposeful working atmosphere and the school offers good educational and personal support and guidance to its pupils.
- The school works well with parents, the local community and other schools.

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

**In the context of the school's existing strengths and its well-considered development plan, the governing body, headteacher and staff recognise the need for further improvement in:**

- pupils' levels of attainment in the subjects of the National Curriculum and religious education;
- make more consistent demands of pupils of all abilities;
- the allocation and distribution of time for teaching and learning across the curriculum;
- aspects of the school's accommodation, including the provision of suitable and adequate teaching spaces and toilet facilities.

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

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

The school was last inspected in March 1997. At that time the school's climate for learning was judged to be good. The standards achieved by the pupils, the quality of education provided by the school and its management and efficiency were requiring some improvement. There has been a good level of improvement in the areas identified, notably in the quality of teaching. However, the school's results in national tests have remained at broadly the same level and have fallen relative to national standards. The partnership between the new headteacher, governors, staff and parents provides a good basis for further improvement.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	D	D	E
Mathematics	C	B	E	E
Science	C	C	E	E

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

Schools are described as similar when they fall into the same band for free school meals, in this case between 8 and 20 per cent (the current figure is 13.4 per cent). The trend of results at the end of Key Stage 2 over the last three years has been downwards when compared to national averages in all three subjects, most noticeably in mathematics and science.

Inspection evidence indicates that by the end of Key Stage 1 standards in English, mathematics and science are broadly in line with national expectations. Standards in reading have risen over the last four years and are now above the national average. Standards in writing have fluctuated a little over this period, but have remained close to the national average. Results in mathematics have risen and fallen again and are now little different from what they were in 1996.

Inspection evidence indicates that by the end of Key Stage 2 standards in English, mathematics and science are in line with national expectations. The improvement on last year's test results can be attributed to more focused implementation of the National Strategies for Literacy and Numeracy and in science to the very effective assessments followed by well-targeted teaching.

In Key Stages 1 and 2, attainment in the other subjects is in line with national expectations. In religious education, standards are in line with those expected in the locally agreed syllabus. The school sets realistic targets for improving attainment in literacy and numeracy and rightly aims to raise standards across the curriculum.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils clearly enjoy coming to school and have positive attitudes to their work. They are keen to join in the activities provided for them in lessons and around the school.
Behaviour, in and out of classrooms	Good; almost all pupils behave well in lessons and concentrate on their work. Their behaviour in the playground and around the school is good.
Personal development and relationships	Good; pupils work and play well together, helping each other and showing respect. They have good relationships with the adults in the school.
Attendance	Satisfactory; levels of attendance are in line with national averages, although there is a disturbing trend towards term-time holidays.

Relationships are a strength of the school. The good behaviour and attitudes of the pupils owe much to the good example set by the adults in the school community.

## TEACHING AND LEARNING

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

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

The overall quality of teaching has improved considerably since the last inspection when only 5 per cent of lessons were judged to be very good and 14 per cent were unsatisfactory. None of the lessons observed this time was unsatisfactory. Three-fifths of lessons were at least good, including 15 per cent that were very good. All of the lessons observed in the Foundation Stage were of at least good quality and this makes a major contribution to the good start to their full-time education that children receive. In both Key Stages 1 and 2 a little over half of the teaching seen was at least good and the rest was satisfactory.

The teaching of English, including literacy, was very good in 18 per cent of the lessons observed and good in a further 37 per cent. The teaching of mathematics, including the skills of numeracy, was at least good in 44 per cent of lessons, including 11 per cent in which it was very good.

Features of the better teaching observed included clear statements by teachers of exactly what pupils were intended to learn in the lesson, the setting of interesting tasks that were appropriate for different abilities and very effective use of questions to help pupils to improve their knowledge and understanding. Weaknesses in some lessons include inappropriate expectations of pupils in some mixed-age classes and a lack of precision about what pupils are to learn.

From the time that they enter the school children are very effectively encouraged to work together and, when appropriate, independently of adults. Most pupils respond well to encouragement to work hard and often concentrate on their tasks for extended periods of time. When they are given opportunities for independent research they are keen and purposeful in their approach.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a curriculum that is broad and mostly balanced, although there are inconsistencies between classes in the allocation of time to subjects. Annual and termly planning has improved since the last inspection. The curriculum is enriched by extra-curricular activities, including clubs and educational visits, and by visitors to the school, including professional artists.
Provision for pupils with special educational needs	The present provision is satisfactory and the school is developing good procedures and staff training in order to support all pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is satisfactory provision for pupils' spiritual and moral development. The school functions well as a community and its good provision for social development leads to positive relationships among the pupils. Provision for cultural development has improved since the last inspection and is now good; pupils gain a good understanding of a wide range of cultures.
How well the school cares for its pupils	The school cares well for its pupils and offers them good levels of educational support and guidance. There are good procedures for monitoring and encouraging good behaviour. The school has made a good start on developing effective assessment procedures, notably in science, but consistent practice throughout the school is not yet evident.

The school has good links with parents and most are pleased with what the school provides. The school actively seeks to involve parents in its work.



The main strengths of the curriculum are the improving provision for science and information and communication technology, and the programme of visitors and visits that provide enrichment and help cultural development. The main weakness is inconsistency in the time allocated to some subjects.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; the headteacher provides strong, clear leadership directed towards raising levels of achievement through improving the quality of education provided. He is particularly well supported by the deputy headteacher and the Key Stage 1 co-ordinator, who make up the strategic management team. Other members of staff with subject responsibilities are making an increasing contribution to raising standards.
How well the governors fulfil their responsibilities	The governing body is supportive of the school and committed to its development. Under the leadership of the chairman and the headteacher it is effectively shaping the future direction of the school and all statutory requirements are fully met.
The school's evaluation of its performance	The headteacher has established good monitoring procedures and his lesson observations have correctly identified areas for improvement. Target setting has been successfully introduced and there is a good programme of staff development.
The strategic use of resources	The school manages its budget well and makes good use of specific grants to target key areas for school improvement. The school actively seeks to get the best value from the money available to it.

Staffing, accommodation and learning resources are satisfactory overall, although the school has a mobile classroom that is in a poor state of repair and there is inadequate provision of teaching spaces and of toilets for the pupils. The particular strengths of the leadership are the vision and commitment of the headteacher and the good, and developing, partnership between him, the staff, governing body and parents.

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

The views of the 71 parents who returned completed questionnaires and of the 19 who attended the pre-inspection meeting with members of the inspection team were taken into account.

What pleases more than 80 per cent of parents	What some parents would like to see improved
Behaviour is good and the school helps children to become mature and responsible. Their children like school and make good progress. They are comfortable about approaching the school with questions or problems. Teaching is good and the school has high expectations of children.	The amount of homework (22 per cent). The information they receive about their children's progress (27 per cent). The degree to which the school works closely with parents (21 per cent). The range of extra-curricular activities offered (40 per cent).

Inspectors agree with parents that the school is open and welcomes their questions and concerns. The quality and consistency of reporting could be further improved, but the school does work closely with parents and teachers are always ready to discuss children's progress. Over half of the teaching observed was good; in some lessons, however, expectations were not appropriate for all children. Most pupils do behave well, although a very small number have difficulty behaving, or act immaturely. Provision for homework is satisfactory and the homework club is a good feature as part of the school's satisfactory range of extra-curricular activities.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

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

1. The attainment of most children on entry to the school is around what is expected for their age. They make satisfactory progress through the Foundation Stage<sup>1</sup> and their attainment on entry to Key Stage 1 is in line with national expectations. The school's 2000 national test results show that at the end of Key Stage 1 pupils' attainment was above the national average in reading and in line with it in writing and mathematics. However, the proportion of pupils achieving the higher Level 3 was well below the national average. The 2000 national test results at the end of Key Stage 2 were below average in English and well below average in mathematics and science. When compared with those in schools nationally with pupils from similar circumstances, results in 2000 were well below average in all three subjects. Over the period 1996 to 2000, standards at the school have not risen in line with national improvements.
2. An analysis of the school's performance by the new headteacher led to the identification of priorities in terms of writing, science, boys' achievement and that of able pupils throughout the school. Action to achieve improvement has been based on raising expectations, particularly, but not exclusively, with respect to the proportion of pupils who ought to achieve above national expectations. In addition, lesson planning and assessment procedures have been improved so that work is more accurately targeted on pupils' learning needs. The results of these and other strategies specific to areas of weakness are showing themselves in improving standards (see also paragraphs 95 - 133). The gender balance in the school is unusual in that the ratio of girls to boys is around three to two. Over the period 1996 to 2000, girls have performed better in national tests than have boys. There is evidence of a narrowing of the gap in the present Key Stage 2, resulting partly from greater staff awareness.
3. Inspection evidence indicates that levels of attainment are in line with national expectations for seven-year-olds in art, design and technology, geography, history, information and communication technology, music, physical education and religious education. The attainment of the pupils now in Year 2, at the end of Key Stage 1, is judged to be in line with the national average in English, including literacy, in mathematics, including numeracy, and in science, with a greater proportion of pupils expected to achieve the higher Level 3, largely as a result of the provision of extra lessons. Pupils make satisfactory progress over time throughout the key stage. However, during the inspection pupils in Key Stage 1 made progress that was good rather than satisfactory in just over half of the lessons observed.
4. Inspection evidence shows that the attainment of the current Year 6 pupils is in line with the national average in English, including literacy, in mathematics, including numeracy, and in science. Pupils make satisfactory progress throughout the key stage. Levels of attainment in art, design and technology, geography, history, information and communication technology, music, physical education and religious education are in line with national expectations for their age group. In more than half of the lessons observed during the inspection, pupils made progress that was at least good. For further details of pupils' progress and achievements in the subjects of the National Curriculum and religious education, see paragraphs 95 to 187.

---

<sup>1</sup> The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

### **Literacy and numeracy**

5. The school has successfully introduced the National Strategies for Literacy and Numeracy. Standards in reading have improved and the strategies for improving writing are starting to take effect. The strategy for numeracy has not been in place long enough to benefit older pupils in the school but, nevertheless, indications are that standards have risen at the end of Key Stage 2
6. Pupils with special educational needs are well known to their teachers and learning support assistants. They make sound progress in relation to their targets, but their attainment remains below national expectations.
7. The school is now more carefully identifying higher attaining pupils and particularly in science is providing work that is well matched to their learning needs, with the result that they are making good progress. In most other subjects, and especially in mixed-age classes, more able pupils are not as well catered for.

### **Analysis and targeting**

8. As noted above, the school has carefully analysed its performance in national tests and identified many weaknesses and strategies for dealing with them. Targets set for performance in literacy and numeracy at the end of Key Stage 2 in 2000 were demanding in view of the proportion of pupils with special educational needs in the year group and their previous progress. Targets for the current Year 6 in English, mathematics and science are even more demanding, but on the evidence of the work seen are realistic.

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

9. As noted in the previous inspection report, pupils have good attitudes to school. They show interest and a willingness to be involved in their work and in the other activities provided by the school. There is a warm, welcoming, atmosphere in the school that contributes significantly to the pupils' positive attitudes to school life and to their learning. Behaviour is good and pupils enjoy mature and respectful relationships with the adults in the school and get on well with each other. Personal development is satisfactory with some good opportunities that the school plans to extend.
10. The questionnaire returns show that nearly all parents say that their children like coming to school. They also agree that the school promotes positive attitudes and good behaviour. They welcome the new positive behaviour policy with its emphasis on rewards that celebrate good behaviour and learning. There were some concerns expressed about variation in managing behaviour in different classes. Although there is still some inconsistency, most teachers now apply the positive behaviour management techniques successfully.
11. Pupils are keen to do well. They concentrate hard on their tasks, especially when motivated by good teaching. Pupils enjoy being active; for example, doing experiments in science, debating issues, or taking part in physical education. Older pupils take the opportunities to review each other's work seriously, offering constructive comments and using such assessments to improve their own work.
12. Most pupils behave sensibly. The small minority of pupils who do not always display good behaviour are well managed by the majority of teachers, and greatly helped by the learning support assistants, who help them to remain focused on their work. Pupils try their best and cooperate well with each other. They do as they are asked and know the *Golden Rules* of the school, which they try hard to keep. Pupils benefit from the fact that the school and grounds are carefully maintained. This helps reinforce respect for property and surroundings. The *top table* awards encourage pupils to behave well when they are eating

their mid-day meals. Pupils take pride in gaining awards that are recognised weekly in whole-school assemblies. Behaviour in assemblies is good when all staff are present.

13. Pupils make satisfactory progress in their personal development and most parents feel that the school helps children mature and act responsibly. Pupils benefit from brief weekly sessions where they discuss issues relating to personal development. The school has firm plans to extend these discussions to include citizenship in the near future. The school improvement plan also includes establishing a school council in order to increase opportunities for pupils to take initiative and responsibility within the school. When offered the chance, pupils are keen to help around the school. For example, there are active playground squads who assist at break times, and Year 6 pupils take seriously the responsibility of preparing the gymnastic equipment, under adult supervision, for the younger pupils.
14. Pupils' attendance at school is satisfactory. Attendance levels are in line with national averages. Although there is little unauthorised absence, the school has identified an increasing trend in term-time holidays, which account for a significant proportion of authorised absences. These absences disrupt school life and pupils' learning. Pupils' punctuality is good and the school day starts promptly.

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

15. The overall quality of teaching is satisfactory, with a significant proportion of teaching that is good and some that is very good. Of the lessons observed, 15 per cent were judged to be very good, a further 45 per cent were good and the remaining 40 per cent were satisfactory. This represents a considerable level of improvement since the last inspection, when only 5 per cent of lessons were judged to be very good and 14 per cent were unsatisfactory. The reasons for the improvement include the school's successful adoption of the National Strategies in Literacy and Numeracy. The main reason, however, is the leadership of the new headteacher in improving lesson planning and introducing systematic classroom observations.
16. The quality of teaching in the Foundation Stage is consistently good and this contributes substantially to the good start that children receive to their full-time education. More than 50 per cent of teaching in both Key Stages 1 and 2 is good, including 22 per cent in Key Stage 2 that is very good.
17. Teachers are aware of the special educational needs of pupils in their classes and they make sure that they receive extra support and modified work. This leads to sound progress in basic skills. The school is starting to improve the opportunities for more able pupils but, where teaching is satisfactory rather than good, there is frequently insufficient challenge for these pupils.
18. The teaching of the literacy hour was never less than satisfactory. In just over half of lessons throughout the school it was good or better. In one third of lessons in Key Stage 2 it was very good. In mathematics, including the National Numeracy Strategy, teaching was always at least satisfactory and around 44 per cent of lessons were good or better.

19. **Features common to the good or better teaching seen during the inspection included:**

- planning that made clear what was to be taught and learned during the lesson and sharing this with the pupils;
- planning that was based on earlier assessments and included the provision of work that was matched well to the starting attainment of the pupils and was designed to lead to gains in knowledge, skills and understanding for all;
- organisation that made a variety of demands on the pupils in terms of individual, group and whole-class sessions and in terms of practical activities, speaking, listening and writing;
- good subject knowledge on the part of the teacher, leading to confidence in allowing a greater measure of independent work;
- good team work with other adults, learning support assistants and parent volunteers, based on good planning and making use of strengths and expertise;
- good management of pupils based on consistent application of the school's behaviour code combined with simple, well-established class routines based on courtesy and common sense;
- good use of question and answer sessions, most notably at the start of lessons in order to revise previous related learning and at the end to check for understanding and consolidate what has been learned.

**Learning and progress**

20. The progress that pupils make and the quality of their learning closely reflect the quality of teaching that they receive. In more than half of the lessons observed, pupils made progress that was at least good. Pupils' good behaviour and attitudes to learning also owe much to the quality of teaching that they receive. In 68 per cent of lessons, attitudes and behaviour were judged to be good, including 24 per cent in which they were very good.
21. Pupils work well on their own or in groups or in whole-class sessions. When they are given opportunities to undertake research they do so enthusiastically and well. When they have been stimulated by the content of a lesson, for example investigating food chains, they are eager to follow up their work at home or in the homework club.
22. **The quality of marking is variable.** At best, teachers encourage pupils to enter into a written dialogue about their work and offer pointers as to how it can be improved. In other cases, work is marked with ticks or crosses, but there is no requirement to correct what was wrong. There is also too much variation in what is accepted in terms of standard of presentation.
23. **Homework** is regularly set and the early morning homework club is popular and a valuable piece of provision that is helping to raise standards in Key Stage 2. Some parents were unhappy about the amount of homework set and it is true that there are some inconsistencies in this respect and in the regularity with which it is set. However, the inspection team judges that increasingly regular homework is making an important contribution to raising standards.

**Areas for improvement**

24. Where teaching was less stimulating or successful, the reason was usually the absence of some of the characteristics of good practice identified above. In some lessons, for example, insufficient time was allocated to the lesson or the time allocated was not managed well. This sometimes meant that pupils did not have enough time to work on tasks or that the teacher did not leave enough time for an effective concluding session to consolidate learning. In a few instances, teachers did not teach directly enough; for example, not giving sufficient guidance to help pupils avoid predictable confusions or not taking an active enough role during group or individual work.

25. The most important weaknesses were a lack of precision in defining what the pupils were going to know, understand or be able to do better at the end of the lesson than they could at the beginning. When such precision was missing lessons tended to be unfocused and time was not as well used. There is a particular difficulty for teachers of classes that are mixed both in age and attainment and it is important that the best practice in planning for such classes is effectively shared. The school recognises that in order to raise standards further it is important to set targets for groups and individuals that are based on accurate assessment information. For further details about the quality of teaching and learning, see paragraphs 80 to 187.

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

26. The school aims to provide a broad and balanced curriculum, and the planning to achieve this has improved considerably since the previous inspection. Some weaknesses remain in achieving consistency between classes and in the progressive development of skills by all pupils as they move through the school.
27. Planning in the Foundation Stage is clearly based on recent government guidance and all areas of learning are included. In Key Stages 1 and 2, the curriculum covers all National Curriculum subjects and religious education. All statutory requirements are met. There is a programme of personal, health and social education. This includes work on health, sex and drugs education, as well as work to promote good relationships and citizenship. In most classes, insufficient time is spent on this area of the curriculum so that it is not possible to explore some issues in enough depth.
28. A suitably strong emphasis is given to the development of pupils' skills in literacy and numeracy. The implementation of the National Literacy and Numeracy Strategies has ensured that a consistent programme is provided in English and mathematics. In some classes, the daily literacy hour is supplemented by extra time devoted to reading or handwriting. A balanced programme in English is provided and good use is made of opportunities to use literacy skills in other subjects, such as history, geography and science, particularly in providing opportunities for more extended writing. There are some weaknesses in the provision for mathematics. In Key Stage 2, not enough attention is devoted to data handling, although there are some very good examples of subjects such as science contributing to pupils' skills in this area. Throughout the school, pupils are taught to use and apply the mathematical skills they acquire. They learn to solve verbally presented problems by recognising which mathematical operations are required. However, there is too little investigative work requiring the exercise of a broader range of problem solving, spatial and numerical skills in the subject.
29. The school has improved the way in which it plans the curriculum. All teachers use the same format to write their termly plans and those for individual lessons, and their planning has improved as a result. A 'curriculum map' has been produced to provide an overview of the units of work that are covered as pupils move through their seven years in the school. This helps teachers to build on work that has already been undertaken. There is need for further detail in termly and daily planning to make clear what level of skills, knowledge and understanding should be achieved by particular ages. Currently, there are occasional instances of similar lessons being taught to pupils in widely separated age groups, so that some older pupils make insufficient gains in learning. In some subjects and classes, careful account has been taken of the presence of two age groups in the same class, but more typically it is assumed that the lower-attaining older pupils should receive the same programme as the higher-attaining younger ones. Sometimes the younger group achieves more than the older, leading to a sense of frustration in the latter. Sometimes the older

group gives the wrong example to the younger in terms of expectations of high quality work. Teachers do not sufficiently use differing approaches to suit varying learning styles, using the results of earlier assessments.

30. Teachers write sound individual education plans for pupils with special educational needs. The co-ordinator for special educational needs regularly monitors these and offers advice. Teachers share their planning for pupils with special educational needs well with the learning support assistants, who work in a clear and focused way both in the classroom and by withdrawing small groups of pupils. Pupils benefit from brief periods of withdrawal as they concentrate on key skills, such as additional literacy, extra information and communication technology and booster maths and science sessions. The school is developing an awareness of the particular needs of gifted and talented pupils and is beginning to encourage these pupils to work with older pupils and to extend their studies in class.
31. In subjects other than English and mathematics, provision has mostly improved but occasionally declined since the previous inspection. The most notable improvement recently has been in the science curriculum for older Key Stage 2 pupils. This is now planned to provide a balanced programme in which practical and investigative activities are emphasised. Good systems of assessment in science ensure that pupils move on to new learning when they are ready and so make good progress. It is intended to extend this good practice to the remainder of the school. Similar improvements have begun to take effect in information and communication technology. The new computer suite, although small, is being used efficiently to increase pupils' skills.
32. In other subjects, the school's use of national guidance documents is helping to provide a balanced programme of work. Sometimes, however, there is insufficient attention to developing specific subject skills. In history, for example, pupils gain some detailed knowledge of particular periods without understanding the causes of changes that occurred in them or the effects of these changes. In a few subjects, the change from the school's own good schemes to un-adapted national guidance has resulted in discontinuity, which has led pupils to make less progress than they might otherwise have achieved.
33. The school is aware that there are inconsistencies in the allocation of time to particular subjects. For example, the proportion of teaching time allocated to art or to design and technology varies widely, so that pupils of the same age group but in a different class may be taught the same subject for only half the time. There are good plans to minimise such anomalies. The overall time spent on lessons is below the nationally suggested minimum in both key stages. In these circumstances, the school recognises the importance of maintaining high quality in all its provision. It has introduced good procedures to monitor the quality of teaching and learning. There are, however, some instances where time is not used efficiently. Some Key Stage 1 pupils finish their morning lessons too early, in order to get ready for lunch. Toilet breaks are not always at the most appropriate times.
34. The school uses opportunities to enrich the curriculum well. There was some concern from parents about the level of extra-curricular activities provided for pupils, but these are satisfactory. Most take place after school and are musical or sporting activities at present. All activities, including extra-curricular clubs such as football, are equally open to both genders. The resources of the local community are used well.
35. Homework tasks are usually well linked to work in the classroom, but there is insufficient monitoring to ensure that amounts of homework are consistent and increase progressively as planned. A recently introduced homework club provides extra tuition as well as the opportunity for pupils to complete work in surroundings that are conducive to study. This is helping to raise standards.

36. Pupils enjoy a good programme of visits to places of interest, with the oldest ones enjoying a residential visit as part of their experience. Many visitors bring specific expertise, including that of contrasting cultures, into the school to impart to the pupils. There are positive and productive links with the neighbouring nursery school and with the secondary school to which most pupils transfer. Pupils from the latter regularly take part in work placements at Emneth Primary School.
37. Provision for pupils' personal development is satisfactory overall, but with many good elements, a position broadly similar to that seen at the time of the last inspection. Provision for social and cultural development is good and that for spiritual and moral development is satisfactory.
38. The daily act of corporate worship makes only a modest contribution to pupils' spiritual development. Music is played and a cross and flowers are routinely brought in to act as a focal point. Pupils sing appropriate songs well. Times for reflection are brief and references to God, even in prayers, are rare. There are some opportunities to ponder the immensity of the universe or the beauty and intricacy of the natural world. The final assembly of the week celebrates pupils' achievements in many areas. Most teachers do not attend other assemblies, devaluing the importance of this shared occasion particularly when the teacher leading the assembly has to deal with unsatisfactory behaviour.
39. Although there are few planned opportunities in the classroom for teachers to develop pupils' spiritual awareness and sensitivity, most teachers use well any spontaneous opportunities that arise. Teachers value each pupil's contribution in discussions by listening carefully and sympathetically. They do not always show a similar appreciation of written work in exercise books, which is sometimes marked superficially with few encouraging comments. By contrast, the high quality of displays around the school indicates that pupils' work is valued. Pupils are beginning to appreciate the values and beliefs of others; for instance, in planned discussion times where many pupils are sufficiently confident to express their views whilst other pupils listen respectfully.
40. Pupils are clearly taught to distinguish right from wrong, exploring moral issues through assembly stories and circle time in the classroom. Full implementation of the behaviour policy has been a lengthy process. This high quality policy encompassing a positive approach to behaviour management is, in practice, followed. It has a suitable emphasis on the development of self-control, courtesy and an appreciation of the needs of others. The *Golden Rules* are displayed in all classrooms, but the amplification of these basic principles by individual classes into clearly understood specific rules has yet to take place. Teachers do not always make sufficient reference to the rules when there are lapses in behaviour. The school is aware that individual practice in administering rewards and sanctions is too variable and requires further monitoring and guidance. The school's strong and consistent stance on issues of equal opportunities enhances pupils' understanding of fairness and self-respect.
41. The provision for pupils' social development is good. This is reflected in the happy and co-operative atmosphere in the playground and in most classrooms. Teachers know their pupils well and have built up good relationships with them. They act as excellent role models in their relationships with each other. They provide suitable opportunities for pupils to exercise responsibility. Older pupils are encouraged to take a part in ensuring that playtimes go smoothly. For example, a *Playground Squad* has been formed recently to support children who have no friends and help to involve them in playground activities. The *squad* also helps younger pupils, for example by taking part in a skipping rota. Assembly stories strongly emphasise social themes and help all pupils to feel a part of the school family. There is scope for the school to extend opportunities to exercise independence and



initiative, especially in relation to the organisation of their work and learning, for pupils who have already achieved a good measure of social maturity.

42. Provision for pupils' cultural development has improved and is now good. In a school with little ethnic diversity, an active approach is taken to increase pupils' understanding of other people's beliefs and cultures. Assembly themes and stories are well chosen to represent a range of cultures. The music played as pupils enter and leave is planned to widen pupils' experiences and there are instruments from many areas of the world for pupils to use in their music lessons. The religious education curriculum is used to help pupils understand a range of faiths and beliefs. Opportunities are planned to visit locations populated by people from a diversity of ethnic origins. Visitors to the school are used to bring new skills and understanding, representing the full range of British culture whenever possible. There remains scope to further improve provision in this area. For example, the school's book stock is not monitored to ensure the positive representation of a wide range of cultures and ethnic origins. The programme of study in geography currently gives too little emphasis to the detailed study of faraway places.
43. Although the school makes clear its strong commitment to equal opportunities for all pupils, there are some unintentional instances where the school's practice fails to ensure that this commitment is realised. The school is unusual in its gender mix, with girls significantly outnumbering boys in an approximately three to two ratio. The school's practice of grouping pupils into classes on the basis of attainment results in many boys, because they tend to mature more slowly, being placed with younger, higher attaining pupils, predominately girls. The result is that many younger girls perform at a higher level than older boys and the school is aware of the need to consider the possible impact on the boys' self-esteem. There is insufficient consideration of pupils' different learning styles when planning lessons. For example, many younger pupils with lower levels of attainment make insufficient progress because too few practical tasks have been provided to make the work relevant to them.

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

44. Since the last inspection, the school has maintained the good standards of care and welfare provided for its pupils. It offers pupils good educational and personal support and guidance and helps them to behave well through its positive behaviour policy. Pupils say that they are happy at school and that they can go to any adult if they are worried or feel they need help.
45. Most parents are pleased with the care provided for their children. They support the school's new behaviour policy and most say that behaviour in the school is good. A few feel that some pupils have behavioural difficulties which can cause upsets in the playground and that these incidents are not always dealt with as effectively as they could be.
46. Pupils with statements of special educational need are well supported in the school by teachers and the learning support assistants. The co-ordinator for special educational needs works closely with outside agencies, whose representatives find the school welcoming and open to suggestions.
47. The school meets the statutory requirements for providing a safe place for pupils and adults to work in. It is clean and well maintained by the caretaker and his staff and any urgent repairs are quickly carried out. The governing body and headteacher inspect the premises regularly for any hazards, although there are no set procedures in place to carry out risk assessments of specific areas or activities, for example when pupils undertake visits outside school. The procedures for dealing with pupils who are unwell or who require

medical support are good. All staff have training in first aid and look after pupils well.

48. All staff have a good awareness of pupils who may be experiencing difficulties or whose welfare is giving cause for concern. The school follows the area guidelines for child protection, but does not yet have its own policy. The deputy headteacher has completed up-to-date training and ensures that staff receive suitable guidance on the correct way to report concerns. The school has a good understanding of its responsibilities for children who are looked after and has good links with both health and social services.
49. The procedures for monitoring and improving attendance are satisfactory. A computerised attendance program is used well to monitor categories of absence, such as holidays, and to identify concerns about the attendance of individual pupils. The school knows that levels of authorised absence are affected by the number of holidays taken in term time and has started to monitor these more closely with the support of the educational welfare officer. There are frequent reminders to parents about the importance of regular attendance. Teachers complete registers correctly, but these are kept in the classroom. The school recognises that it needs to review this practice to ensure that there is quicker access to all registers in the event of a fire or other emergency.
50. The school has good procedures for the promotion of pupils' behaviour and for supporting those pupils who have behavioural difficulties. It has introduced a draft behaviour policy, in consultation with staff, pupils and parents, which focuses on the promotion and reward of positive behaviour and attitudes. All staff, including learning support and midday assistants, have received training in behaviour management. Although the implementation of the behaviour strategy is not yet fully consistent in every class, most pupils respond well to the system of rewards and sanctions and are clear about what is expected of them. Midday staff care well for pupils at lunchtime and in the playground and involve themselves well in pupils' activities and games. Pupils are provided with a good range of playground equipment. This helps to keep them occupied and to play well with each other. There are established procedures for recording any incidents that occur and good liaison with parents of pupils who are experiencing difficulties. Pupils say that there is little bullying and that teachers deal quickly with any concerns that they might have. The school has used exclusion procedures correctly in the past year for one pupil.
51. All adults working in the school know the pupils very well and support their personal development by helping them to make improvements in their behaviour and attitudes to work and to each other. The school uses its *Golden Books* and *Super Student* awards to recognise publicly where pupils have made good efforts or achieved well. Pupils value these awards, which raise their self-esteem and encourage them to do better. There is good reporting of pupils' personal development and attitudes to learning in their end of year reports, although pupils do not have the opportunity to assess their own achievements and development.
52. The experienced assessment co-ordinator, supported by the remainder of the senior management team, is steadily improving the school's systems for assessment. The central role of good assessment practice in raising standards of attainment is recognised. The assessment policy has been revised, but further revision is now required to strengthen practice in this area.
53. There are good procedures for assessing the attainment of pupils in English and mathematics and in all the areas of learning for children in the Foundation Stage. As well as the national testing programme, the school tests pupils in most other year groups. It is beginning to use assessment information to inform the future planning of units of work as well as to place pupils in teaching groups at the beginning of each academic year. It recognises the need to use the everyday assessments that teachers carry out to decide

precisely what each group of pupils in the class needs to learn next. It has made an excellent start in this respect in the planning of science for older Key Stage 2 pupils. This represents a good model for future practice.

54. Assessment procedures are considerably less developed in other subjects. There are pockets of good practice, but there is not enough consistency across the whole school in the way teachers assess the progress of their pupils. Because there is insufficient focus on the development of specific subject skills, it is rarely possible to assess to what extent individual pupils have attained these skills. This makes it difficult both to monitor their progress and to report their attainment to parents in anything but the most general terms. At the beginning of the school year, teachers inform pupils of the targets they need to achieve in literacy and numeracy. Although most teachers mark pupils' work carefully and thoroughly, they annotate it insufficiently to record progress towards their targets. Only very rarely do they inform them of the next steps they need to take to progress.

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

55. The school is an important part of the local community and is well supported by the families that it serves. It has maintained the good partnership reported at the last inspection. The effective links that exist between home and school have a positive impact on pupils' learning and the life of the school.
56. Overall, parents have good views of the school. Through their responses to the questionnaires, parents showed appreciation of:
- the standard of pupils' behaviour and the way that the school helps their children to be mature and responsible;
  - the fact that their children like school and make good progress;
  - the comfort they have in approaching the school with questions or problems;
  - the high expectations that the school has of their children.
57. Some parents were critical of the school's provision for homework and the range of extra-curricular activities. The inspection team judges that the provision for homework is satisfactory. The early morning homework club is a good feature of the overall satisfactory range of extra-curricular activities on offer. Teachers give good support and the pupils who attend appreciate the help given. Some parents criticised the extent to which the school works closely with them and the quality of information that they receive about their children's progress. The inspection team finds that teachers make themselves readily available to speak to any parents who have concerns about their children's progress and communicates very well with them through the home-school contact books. Inspectors agree with parents that the quality of pupils' end of year reports could be improved so that they are more consistent from class to class.
58. Overall, the quality of information provided for parents is good. Regular newsletters give good details about school events and activities. The organisational information and clearly stated programmes for homework in class newsletters are helpful to parents. In response to parents' request for more curriculum information, most classes now provide details of the work to be studied in the term, although the amount of information is variable from class to class. The school prospectus is well presented and gives good encouragement to parents to support their children's learning and to help in school. The governing body recognises that their annual report lacks detail and has set up a working party to improve this element of information to parents. Pupils' end of year reports cover all subjects of the National Curriculum, although there is inconsistency in the quality of reporting, particularly in the non-core subjects. At the meeting before the inspection, parents said that they were pleased with the arrangements to meet teachers to discuss their children's progress and to agree on the targets set for their children.

59. The school has good relationships with parents and involves them as much as possible in the life of the school. It makes a good commitment to the development of this partnership in its home-school agreement, which most parents have signed. It is keen to gauge the opinion of parents and has begun to seek their views about the development of the school through its own questionnaires, for example on homework and behaviour. Parents are encouraged to help in the classroom and there is an established group of parents who offer regular and valuable support for activities, such as reading and art. Parents give good support to events, such as school plays, and are very supportive of the activities organised by the Friends of the School Association, which raises large sums of money each year and makes a strong contribution to the school's resources.
60. There is reasonable attendance at meetings held to explain, for example, the numeracy strategy, booster classes and national testing requirements. Most parents give good support to their children's learning at home and school. They regularly hear their children read and help their children to find resources and artefacts linked to work being done in school. Parents are very pleased with the home-school contact books, which they say are a vital link with teachers and are particularly helpful for working parents. They appreciate the work that teachers put into them to ensure that they are kept informed about what their children are doing in class and how they can help them at home.

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

61. The school benefits from high quality leadership. The headteacher, who has been in post for some 18 months, has a clear view about the purpose of education and the direction in which the school needs to move. His view places the pursuit of high standards for all at the focal point of the life and work of the school. This is fully endorsed and supported by the governing body. Parents support the aims and values that the school promotes. They appreciate the efforts made to involve them more closely in their children's learning and progress.
62. The school has made good progress in dealing with the weaknesses identified at the time of the last inspection. These were related to a lack of whole-school planning, the need to develop a programme for monitoring and evaluating the work of the school, and curriculum development of information and communication technology.
63. In the past, the school has been held back by the lack of a shared sense of purpose and direction. The headteacher, with the involvement of the school community, has revised the aims of the school. A team approach is actively fostered which helps to promote a shared understanding of its aims and values. He has moved the school towards whole-school approaches to planning for teaching and learning. In his drive to improve standards, the headteacher has instigated a programme of systematic and focused monitoring of teaching and learning carried out by all members of staff. Procedures for the assessment of pupils have been revised. They form the basis for target setting and progress tracking for individual and groups of pupils.
64. Subject co-ordinators are knowledgeable and work hard to support their colleagues in the teaching of their subjects. The school is appropriately intending to appoint a co-ordinator for more able pupils, who will formulate a school policy on intervention and support. As part of the developing monitoring and evaluation process subject co-ordinators now evaluate standards in their areas and formulate action plans for improvement. These are well based, although it is too early to see substantial benefits.
65. The introduction of booster classes for literacy, numeracy and science in Key Stage 2 is having a positive impact on pupils' attainment. A careful analysis of school test results is

carried out and used to form groups and plan teaching. The whole-school policy on behaviour is in place and when applied consistently contributes significantly to pupils' progress.

66. There has been a significant improvement in the provision for, and teaching of, information and communication technology, with the completion of the new suite. There is still further work to be done to use information and communication technology effectively in more subject areas.
67. The deputy headteacher, who provides a very good example as a class teacher, shows good management skills in her areas of subject responsibility, namely science and music, and has been effective in helping to raise standards in Key Stage 2. She works closely with the headteacher to implement agreed policies. The school management team is becoming an effective body for management in the school. It plays an increasing role in the monitoring of teaching and learning in both key stages.
68. The co-ordinator for special educational needs has worked hard to ensure that the provision for pupils with special educational needs is efficiently organised and is in line with national recommendations. The headteacher and governors are keen to support this area of work and the co-ordinator is fully involved with management decisions. Pupils with statements of special educational need receive good care in line with the requirements set out in their statements. The progress of pupils on the special educational needs register is regularly reviewed and changes are made in response to their altering needs.
69. Under the leadership of the headteacher, members of the governing body are becoming much more involved with the school. It is evident that the governing body as a whole welcomes the team approach being fostered by the headteacher. Members now take an increasingly active part in decision making through their committees and within the school. Governors are linked to and take an interest in particular subjects. Governors show themselves to be committed to the school and welcome the new sense of openness. They are very keen to assist in future developments. The headteacher and new chair of governors work closely together. There is now a very good opportunity for the governing body to become more closely involved in the school's development and in the monitoring progress.
70. The current school improvement plan is comprehensive, detailed and prioritised. It is regularly discussed and reviewed. The plan identifies targets that include whole-school behaviour, performance management and development of the premises. In addition, the co-ordinators' plans for the development of their subjects are included.
71. The school continues to provide satisfactory value for money. It has reduced its slightly large carry forward figure from last year as a result of spending on resources for information and communication technology. The governors are clear about the priorities for school development and link spending closely to the identified areas for development in the school improvement plan. An example is expenditure to meet the training needs of learning support staff in order to provide more focused support for pupils with special educational needs. The school recognises that it needs to improve its accommodation and is carefully planning developments so that any building is carried out efficiently and makes best possible use of the money available. Specific grants are used well; for example, money used for booster classes and additional literacy support is helping the pupils concerned to raise their levels of attainment.
72. Governors on the finance and premises committee carefully monitor expenditure. With the support of the headteacher, they are improving their monitoring of the effectiveness of spending decisions; for example, whether spending on specific types of books is having a

positive impact on how boys are achieving in relation to girls. The school satisfactorily applies the principles of best value. It compares its results with those of similar schools, seeks the best prices for goods and services and consults with parents as part of the school development process. It has not yet fully developed this consultation process to include the views of pupils.

73. Day-to-day financial procedures and school administration are good. The school has not had an audit of its financial systems since 1998, but all procedures are firmly established, apart from keeping an up-to-date inventory of school resources. The administrative officer has served the school for a long time and provides valuable support for the headteacher and staff as well as a positive link between home and school. The school makes satisfactory use of new technology to support its management and administration.
74. The school has a satisfactory number of teaching and support staff and plans to give staff designated time to carry out their management roles. The procedures in place for professional development and performance management make a good contribution to the effectiveness of staff. The school places a strong priority on the training of its entire staff and is working towards the *Investors in People* award. As a result of training, learning support assistants provide well-focused educational support for pupils with special educational needs. Staff development and training needs are clearly linked to the priorities identified in the school development plan. There are good arrangements in place for the appraisal of teaching staff under the new performance management structure. Appraisal of support staff is planned for the autumn term.
75. Despite particular shortcomings, the school's accommodation is satisfactory overall. The main building has been extended to provide a classroom for children in the reception class, although there has been no additional toilet provision for the pupils in Key Stage 1 since the last inspection. These toilets are used by both boys and girls and are inadequate.
76. Classrooms are of a satisfactory size for the numbers of pupils, although there is very little additional space for activities such as art, practical science or design and technology in the Key Stage 2 classes. One class is housed in an outdated mobile classroom that is in a poor state and has no toilet or hot water facilities. A few parents are rightly concerned that the damp atmosphere in the mobile classroom is particularly unhealthy for pupils with asthma.
77. The school has recently installed a computer suite in a room formerly used for group teaching and, as a consequence, groups are now taught in the main corridor. This is less than ideal. The hall is of a satisfactory size for physical education and assemblies. The school is clean and bright and the environment is considerably enhanced by good displays of pupils' work. The school grounds are spacious and have been recently improved with the addition of a play area for pupils in Key Stage 1.
78. Overall, there are sufficient resources to support learning in all subjects, although there is not enough apparatus in science to enable all pupils to take part in classroom experiments. There has been an improvement in the quality of resources for information and communication technology with the installation of the new computer suite. The school has begun to renew its outdated book stock and now has a satisfactory range of fiction and non-fiction for both key stages.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

79. In accordance with the existing agenda for school development, the headteacher, with the governing body and staff, should:

### **raise the levels of pupils' attainment in the subjects of the National Curriculum and religious education by:**

- making sure that it is clear what pupils are expected to know, understand and be able to do by the end of their time in each year group;
- using National Curriculum programmes of study to plan for pupils to build securely on what they have already learned;
- using the skills and resources of information and communication technology to support and extend learning across the curriculum;

(see paragraphs 26 – 33, 107)

### **make more consistent demands of pupils of all abilities by:**

- extending the use of day-to-day assessment in planning work that makes appropriate demands on all pupils;
- increasing the frequency and variety of opportunities for independent work, including research using print and electronic sources;
- sharing existing good practice in planning work at different levels, particularly in the context of mixed-age classes;
- making sure that it is clear to both teachers and pupils exactly what is to be learned in each lesson;
- extending the existing good practice in marking by more clearly showing pupils throughout the school how their work can be improved;

(see paragraphs 15 – 25, 52 – 54, 107, 115, 133)

### **improve the allocation and distribution of time for teaching and learning across the curriculum by:**

- making sure that all pupils have regular, good opportunities for progressively developing their skills, knowledge and understanding in all the subjects of the National Curriculum;
- making sure that lessons are of appropriate length for pupils to achieve the learning objectives;

(see paragraphs 29 – 33)

### **improve aspects of the school's accommodation, including the provision of suitable and adequate teaching spaces and toilet facilities by:**

- urgently pursuing plans for making sure that all pupils are taught in classrooms that are suitable for fully meeting National Curriculum requirements;
- increasing the provision of toilet facilities for Foundation and Key Stage 1 pupils so that less curriculum time is wasted.

(see paragraphs 75 – 77, 93)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

62

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

75

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	14.5	45.2	40.3	0	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	261
Number of full-time pupils eligible for free school meals	35
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	54
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	5.7
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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



### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	16	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	14	14	13
	Girls	15	16	16
	Total	29	30	29
Percentage of pupils at NC Level 2 or above	School	88 (86)	91 (69)	88 (92)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	13	12	12
	Girls	16	16	14
	Total	29	28	26
Percentage of pupils at NC Level 2 or above	School	88 (67)	85 (78)	79 (86)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	18	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	14	12	14
	Girls	14	11	14
	Total	28	23	28
Percentage of pupils at NC Level 4 or above	School	74 (67)	61 (73)	74 (79)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	11	12	11
	Girls	12	14	14
	Total	23	26	25
Percentage of pupils at NC Level 4 or above	School	61 (58)	68 (64)	68 (64)
	National	70 (68)	72 (69)	79 (75)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	226
Any other minority ethnic group	0

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

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

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

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

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

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

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	26.1
Average class size	29.0

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

Total number of education support staff	7.0
Total aggregate hours worked per week	159

### ***Financial information***

Financial year	1999/2000
	£
Total income	421,528
Total expenditure	446,800
Expenditure per pupil	1,824
Balance brought forward from previous year	34,180
Balance carried forward to next year	8,908

## Results of the survey of parents and carers

Questionnaire return rate:

27 per cent

Number of questionnaires sent out

261

Number of questionnaires returned

71

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	31	6	3	1
My child is making good progress in school.	46	38	4	3	9
Behaviour in the school is good.	37	54	7	1	1
My child gets the right amount of work to do at home.	25	49	14	8	4
The teaching is good.	51	32	8	6	3
I am kept well informed about how my child is getting on.	34	38	17	10	1
I would feel comfortable about approaching the school with questions or a problem.	55	37	4	3	1
The school expects my child to work hard and achieve his or her best.	56	37	3	4	0
The school works closely with parents.	39	38	15	6	2
The school is well led and managed.	35	41	10	10	4
The school is helping my child become mature and responsible.	45	44	3	7	1
The school provides an interesting range of activities outside lessons.	24	28	30	10	8

### Other issues raised by parents

Some concern about the lack of organised play activities at lunchtime and about the number of different teachers covering a class teacher's absence on a course. General agreement that the school is a happy place.

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**

80. Children join the reception class in either the September or January in the year of their fifth birthday. They attend on a full-time basis. At the time of the inspection there were 35 children in the reception year group, 22 of whom had passed their fifth birthday. Five other five-year-olds had transferred to a Year 1 class in January of this year. The majority of children transfer to the school from the neighbouring nursery with which good links have been established.
81. There is a very good programme to help children settle into school happily. This includes visits to school and the nursery, and talks with parents. Most children arrive in school with average levels of attainment. They relate well to their teacher and to each other. They make at least sound progress and are well prepared for the National Curriculum when they leave the Foundation Stage. Children assessed as having special educational needs are well supported. The teaching they receive is effective and they make sound progress. The teacher and a member of the support staff have a good awareness of the needs of all the children.

**Personal and social development**

82. Children's behaviour in school and in the class is good. Most are confident and show respect for others. The teacher resolves minor disputes sensitively and effectively and helps the children to understand the consequences of their actions. Through well-established routines, children confidently find their own resources and show a good level of independence. They interact well with each other; for example, when playing in the *Pet Shop* they happily take on the role of shopkeeper or customer. They play fairly and take turns. Circle time provides opportunities for children to share ideas and feelings in a structured way. Children enjoy learning. This was clearly demonstrated when one little boy clapped his hands and said with glee "I am learning new things". Children treat living things with care when they stroke the hamster and make observational drawings. Provision for children's personal and social development is good and most reach the level expected for their age by the time that they enter Year 1.

**Communication, language and literacy**

83. On entry, the attainment of most pupils meets the expectations set down in the simple tests given to children when they first join the reception class. Children make sound progress and by the time they end their reception year nearly all achieve the early learning goals.
84. Teaching staff take every opportunity to talk to children and encourage them to offer opinions and ideas. Consequently, most children communicate confidently and clearly. They participate in discussion before drawing the hamster. They decide on the shape of its body and the position of its ears and legs.
85. The teacher makes effective use of the literacy framework. Children are taught how to recognise letters and introduced to early reading and writing skills. Their attainment is sound. Most can recognise letters of the alphabet and their associated sounds. Children steadily learn to copy and write simple sentences, moving on to more independent writing, for example when writing about springtime. Attention is given to the formation of letters and to the presentation of their work. Most children make effective use of their knowledge of letter sounds when they encounter unfamiliar words in their books and some explain the use of capital letters and full stops. Children enjoy the big books in their literacy lessons and the books available to them in the classroom.

**Mathematical development**

86. By the time they are ready to join the Year 1 class, all children achieve standards in their mathematical development that are in line with those expected of children of a similar age, and some reach higher standards. An appropriate range of practical apparatus is used well to support their mathematical development and skills.
87. The school gives high priority to the correct use of mathematical language and the programme of work is carefully planned to promote children's understanding and acquisition of skills and knowledge. Children respond confidently to the range of activities that encourage them to think and apply their knowledge in practical ways, sometimes solving problems, playing number games, counting and sorting objects. Children respond well to the challenge of sorting objects using two criteria and benefit from the teacher's careful guidance during the activity. During this session work is well matched to the children's abilities. Most children count confidently to at least 30, while others are familiar with larger numbers. Staff exploit opportunities when addition and subtraction can be used in practical ways with the result that many children have a good grasp of the processes. The children have appropriate practical experiences that enable them to understand capacity, name some two-dimensional shapes and recognise coins.

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

88. Teachers plan carefully and cover the scientific and technological aspects of children's work. Progress in this area is good and the attainment of many children is good by the time that they enter Year 1. Children experience a range of activities that provide a good foundation for historical, geographical, scientific and technological learning. They observe the school and its environment and take an interest in the world around them. They explore growth as they learn about the life cycle of frogs and butterflies. They compare their pets and show a good understanding of what they need to live on and how they should be cared for. Children successfully use a variety of construction materials to design and create models of their pets and they develop satisfactory skills in cutting and joining materials. Children build on previous experiences and many are confident and imaginative; for example, one little girl decides to make moving ears on her model. Children develop sound keyboard skills and use simple programs to aid their learning.

### **Physical development**

89. Children's physical development is good and they make good progress so that many exceed expectations for their age when they join Year 1. Children can climb and balance well on the apparatus. They are good at aiming and throwing balls. They persevere as the teacher increases the level of challenge and are pleased with their success. They work co-operatively in small groups when catching and throwing balls. They respond positively to the teacher's instructions and her reminders for safety and consideration for others. Children offer sensible opinions about the need for exercise and fitness. Children handle construction kits, tools and pencils with increasing precision and control.

### **Creative development**

90. Children make good progress and achieve levels of attainment that are often better than those expected for their age. They benefit from a good range of opportunities to explore colours, shape and sound. They express ideas and feelings through different activities including drawing, painting, imaginative play, dance and music. They are given opportunities to select, cut and stick, for example when they make a collage of a hamster. Activities are well planned to encourage children's confidence and sense of achievement. Due attention is given to the development of skills; for example, the support assistant carefully demonstrates the use of pastels and charcoal and a smudge technique to simulate the hamster's fur. Consequently, children are keen to experiment and enjoy the effect that they create.

91. Children sing simple songs and rhymes and explore different ways to use untuned percussion instruments. Most maintain a simple beat using a tambourine. They enjoy practising to improve and accomplish this activity.

### **Teaching and organisation**

92. The class teacher and the learning support assistant interact effectively and skilfully with the children. The overall quality of teaching is good.
93. The classroom is well organised and programmes for learning are firmly based on the Stepping Stones of the Foundation Stage. Children benefit from the high quality of teaching and the support that they receive. Time is not always used effectively because of the number of whole-class toileting sessions needed as a consequence of inadequate facilities.
94. Children are assessed on entry to identify individual starting points and their progress is tracked on a day-to-day basis so that different learning needs can be met. The curriculum for these children is appropriate and interesting and they are well prepared to achieve the early learning goals<sup>2</sup> in all areas.

## **ENGLISH**

### **National test results**

95. The school recognises the need to raise the standards in English and teachers are focusing on particular skills in order to achieve improvements. In Key Stage 1, pupils attain above the national average in reading and just below it in writing. This pattern is repeated at Key Stage 2. At both key stages, the more able pupils are mostly not achieving the higher Levels 3 and 5 respectively. Boys have not been doing as well as girls in the national tests. In comparison with those in similar schools, the pupils attain well in reading, but are below average in writing in Key Stage 1. By the end of Key Stage 2, in the 2000 national tests, the results were well below those of similar schools.

### **Standards and progress**

96. Since the last inspection, reading has improved, but writing has deteriorated slightly. Following the analysis of the national test results in 2000, the school has rightly identified writing as a priority and has taken action. This is beginning to take effect. The work seen during the inspection is in line with national averages and does show sound improvement. However, there is still a lack of consistently high expectations for pupils gaining the higher levels, 3 and 5 respectively, at the end of Key Stages 1 and 2.
97. Pupils join Key Stage 1 with skills in language and literacy that are in line with national expectations, having made a sound start on developing their reading and writing skills in the Foundation Stage. In Key Stage 1, pupils make good progress in their reading skills, but make less satisfactory progress in writing. Where expectations are high, pupils make good progress in Key Stage 2, but the standards are not sufficiently high in all classes. Pupils are working broadly in line with national expectations, which means that they are making satisfactory progress overall. Pupils with special educational needs also make sound progress. Standards are more difficult to maintain in the mixed-age classes where lower attaining older pupils are mixed with higher attaining younger pupils. This is especially true when this organisation leads to an imbalance of boys and girls. (See also paragraph 29.)

---

<sup>2</sup> Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

## **Speaking and listening**

98. In Key Stage 1, pupils express their ideas clearly and talk confidently about their work. Pupils in Year 1 talk in detail about the books that they made and are on display. They demonstrate a good command of vocabulary. For example, they describe photographs of 'hibernating hedgehogs', using precise vocabulary. Pupils from Year 2 articulate their ideas clearly when discussing their research into the Fire of London. They use appropriate words and complex sentences. By the end of Key Stage 2, pupils express their opinions fluently and give extended answers. They are aware of using different words in different contexts. For example, pupils in Year 3 talk about different phrases that they could use for informal and formal letters. Lower attaining pupils describe their possible feelings as 'terrified' and 'heartbroken'. Pupils from Year 4 enter into a heated debate about school uniform, deliberately using persuasive language. They listen to each other's contributions and counter the previous argument well. Pupils' levels of attainment at the end of both key stages are in line with national expectations.

## **Reading**

99. The good speaking and listening skills developed in the best lessons provide a good basis for reading. Pupils in Key Stage 1 enjoy reading and show understanding of storylines and humour. Books are carefully colour coded so that pupils make sensible choices of books to take home. They read regularly with parents and this, combined with the systematic teaching in school, gives them a firm foundation for future development. During Key Stage 2, pupils continue to take reading books home. They read reference books as well as stories and use the school libraries regularly. They have good skills for tackling unfamiliar words and use dictionaries to look up words if they are unsure of their meaning. They also make informed guesses. For example, a Year 6 pupil linked 'depreciate' with 'appreciate' in order to work out the meaning. A lower attaining pupil in Year 6 used previous knowledge about spiders and initial sounds to read words such as 'camouflage' and 'anchoring'. Pupils talk with enthusiasm about their reading. Lower attaining pupils benefit from additional literacy support, which they thoroughly enjoy. Pupils with special educational needs are well supported during the literacy hours and this leads to sound progress in their reading and writing. Pupils' levels of attainment at the end of both key stages are in line with national expectations.

## **Writing**

100. Pupils develop good handwriting skills and by the end of Key Stage 1 they all use clear cursive writing. Regular spelling tests help them improve their spellings. Most pupils are fully aware of the need for full stops and capital letters. Most write independently and with reasonable accuracy. Pupils from Year 2 benefit from making notes and then developing their ideas, for example in history. Additional attention to writing skills helps to raise standards.
101. By the end of Key Stage 2, the vast majority of pupils use punctuation correctly and have sound spelling and handwriting. Most of the present Years 3 and 4 pupils make good progress with writing. In the best lessons, detailed consideration is given to the appropriateness of the language used, and there are plenty of opportunities to write at length about subjects that are both relevant and of interest. For example, pupils see the point of writing letters to pen friends and to the newspapers, as the activity is rewarded with replies. There is evident enjoyment derived from exploring texts and finding examples of persuasive language, before using similar techniques in their own work. Pupils consciously improve their work by adding phrases such as 'on the other hand' and writing in appropriate styles. They benefit from reading each other's work and commenting on it constructively before redrafting.
102. Writing in other subjects, such as reporting on experiments in science or evaluating design technology or artwork, is improving pupils' skills still further. This good practice is raising attainment and the recent emphasis on writing is benefiting pupils. However, there is still

too much variation from class to class in the amount of time allowed for pupils to actually engage in extended writing.

### **Pupils and English**

103. As in the last inspection, pupils' behaviour is always at least satisfactory in lessons. Where good teaching stimulates them, they respond with enthusiasm, even to the point of begging to be allowed to continue with their work. They concentrate well, especially when they are actively involved, and take the responsibility of commenting on each other's work and helping each other seriously if given the opportunity. They are keen to learn and improve.

### **Teaching and learning**

104. Overall, teaching and learning are satisfactory and were good or better in just over half the lessons seen at both key stages. This is an improvement since the last inspection. At Key Stage 1, the good teaching provides pupils with a thorough grounding in all the skills of English. Teachers encourage pupils to talk and listen attentively to each other. They carefully match the activities to the different levels and ages in the class and show pupils how they can improve their work. In Key Stage 2, teaching is very good in nearly a quarter of the lessons seen. In these lessons, the enthusiasm and the careful attention to detail demonstrated by the teachers stimulate pupils' interest. Pupils respond very positively to the high expectations that they should develop their ideas fully. They willingly redraft as they can see how much more interesting their writing becomes as a result. Teachers analyse texts with the class and show pupils how they can use similar techniques in their own work. Through sharing the very clear focus of the lesson with the pupils, teachers constantly reinforce the key elements of it so that pupils understand what they are learning and why. This leads to a sense of achievement as targets are set and met.

105. Where teaching is less successful, teachers' expectations are not high enough and work is not always clearly designed to meet the challenges of all the different needs in the class. There is an over reliance on worksheets and pupils are not given sufficient time or specific advice to develop their ideas. A tendency for teachers to talk too much means that the time for independent work becomes curtailed.

### **Assessment**

106. The assessment of pupils' progress has developed since the last inspection. Most teachers now set individual targets for pupils. In the best practice, teachers refer to these when marking work. Work is more closely linked to National Curriculum levels and there are helpful examples of levelled work in pupils' portfolios. The better teaching encourages pupils to evaluate their own and each other's work. This helps pupils develop an understanding of how to improve but is not, as yet, sufficiently related to National Curriculum criteria. The school recognises the need for individual tracking of pupils in order to identify progress clearly. The analysis of the national test results has helped with the identification of key areas for development. For example, teachers are beginning to address the different learning needs of boys and girls through the choice of reading material and activities. However, the school does not track and analyse particular national test questions in order to identify areas for improvement more precisely. The school recognises the need to review the present arrangement of mixing attainment and ages in some classes in the light of a more detailed analysis of standards.



### **In summary**

107. The school has successfully implemented the National Literacy Strategy and is aware of the need to: -
- share the good and very good practice in the school through more regular monitoring and observation of lessons so that high expectations and standards are consistently applied across all classes;
  - use more precise assessment techniques to identify individual targets for improvement for all pupils, including the higher attainers;
  - review the arrangements for classes with mixed age and attainment;
  - develop further the range of approaches to improve attainment for boys and girls;
  - continue the emphasis of literacy skills, especially writing, in all subjects.

## **MATHEMATICS**

### **Standards and national test results**

108. Pupils' attainment in mathematics by the end of both key stages is average. In the 2000 national tests for seven-year-olds, almost nine pupils in every ten reached the expected Level 2 and one in five reached the higher Level 3. These results are close to the national average and comparable with those of similar schools. In 2000, about three in every five 11-year-olds reached the expected Level 4 and about one in ten the higher Level 5. These Key Stage 2 results were well below the national average and also well below those of similar schools. Evidence from the inspection indicates similar standards in the current Year 2, but results in Year 6 are likely to be much better than last year's and should be close to the national average.
109. Standards are similar to those at the time of the previous inspection. For several years, results have been fairly consistent. It seems likely that the Key Stage 2 results in 2000 were an isolated phenomenon, the result of a higher than usual proportion of the cohort having special educational needs in the subject. Although the use of the National Numeracy Strategy now ensures an appropriate programme of work, this strategy had not been in place long enough for these older pupils to benefit fully.
110. Since 1997, girls have outperformed boys in most years in both key stages. In Year 2, this pattern is likely to be repeated in 2001, but boys in Year 6 are expected to achieve results at least equal to those of the girls. In order to raise the standards of pupils with special educational needs, the school is now ensuring that these pupils have mathematical targets where necessary.

### **Mathematics in Key Stage 1**

111. Pupils in general progress steadily through Key Stage 1, although more able pupils do not always receive tasks that extend their skills and understanding sufficiently. By the end of the key stage, most pupils know which pairs of numbers add to 20 and are beginning to understand place value by working with two-digit numbers. They round numbers to the nearest 10, recognise which numbers are odd or even and often know the rule that determines whether their sum is odd or even. Most count competently forwards or backwards in twos or tens and some know their two- and ten-times tables. Higher attaining pupils recognise that addition and subtraction and multiplication and division are inverse processes, although they do not yet use this knowledge to check their calculations. Lower attaining Year 2 pupils, taught with higher attaining Year 1 pupils, add numbers below 10 and add amounts of money with the aid of coins. Most of these pupils discover a missing number in a subtraction sum, such as ' $15 - ? = 8$ ', but have difficulty when the missing number begins the sum, as in ' $? - 7 = 8$ '. All Year 2 pupils have been introduced to elementary data handling and construct and interpret bar charts. They know the names and features of the most common two- and three-dimensional shapes. Higher attaining pupils extend this knowledge to hexagons and pentagons. Pupils recognise symmetrical

shapes and estimate and measure in centimetres, with higher attaining pupils making particularly rapid improvements in the accuracy of their estimations. Lower attaining pupils have worked on a narrower range of concepts and, because they have difficulties in recording, often have produced markedly less written work.

### Mathematics in Key Stage 2

112. There are some variations in the progress made by pupils through Key Stage 2. Overall, pupils, including those with special educational needs in the subject, make at least satisfactory progress and many make good progress. Systems of assessment and recording, however, are insufficiently precise to indicate the exact level of each pupil's attainment. Consequently, teachers are unable to plan work to take them on to the next stage in skills and understanding by, for example, using materials from the National Numeracy Strategy intended primarily for an older or younger age group. Teachers' expectations relating to the quality of the presentation of work vary too widely. Where standards of presentation are low, pupils more frequently make computational errors.
113. By the age of 11, pupils mentally multiply a two-digit by a one-digit number, but do not often use simpler strategies to save time. They use their knowledge of place value to multiply and divide numbers by 100 or 1,000. They simplify fractions and add and subtract decimals competently. Their ability to solve problems is good, the majority successfully identifying the mathematical operations required. These skills are capable of further extension to enable pupils to use a wider range of mathematics in investigative work, which is under-emphasised. Many pupils use and interpret co-ordinates in all four quadrants. Most successfully reflect a shape about an axis, although they find it more difficult to identify the co-ordinates of the vertices after rotating the shape through 90 degrees. They understand the vocabulary of data handling, such as *median*, *mode* and *mean*, but work in this area of the subject is not as well advanced as that in number, space, shape and measures. Lower attaining pupils from Year 6, who are taught with the Year 5 pupils, are beginning to understand decimals and fractions.

### Teaching and learning

114. As at the time of the previous inspection, the overall quality of teaching is satisfactory, but there are many good features. A much higher proportion is good or very good and there is now no unsatisfactory teaching. All teachers use the structure suggested in national guidance to plan appropriate lessons for the majority of their pupils. Occasionally, they do not take enough care in planning activities for pupils of varying abilities. For example, only superficial adjustments may be made, such as the size of the numbers pupils work with, whereas some pupils may still need apparatus to work with.
115. The initial mental session is mostly used effectively to give pupils brisk practice in manipulating numbers. This work is often well linked to that in the main part of the lesson. In most classes, pupils use individual whiteboards to write their answers quickly and then display them. This enables the teacher to check on the level of each pupil's understanding. Where they are not used, individual pupils' opportunities of answering a question are limited and they are less motivated to work out the answer. A feature of the best lessons is the teacher's ability to be flexible as she notes pupils' responses. For example, in a lesson for Years 4 and 5 pupils on reading and writing larger numbers, the teacher noticed that higher attaining pupils, who were given separate numbers to write, were finding the task easy and so extended the task to encompass numbers up to one million. At the same time, she recorded their attainment. This enabled her to adjust her planning for the next lesson to cater for the new levels that individual pupils had reached. **This good practice of using assessment to inform future planning is relatively rare.**
116. In the main part of the lesson, teachers explain skills and strategies clearly to their classes. Many have an extensive knowledge of mathematics and use specialised vocabulary

constantly so that pupils themselves come to use new words freely. In the majority of classes, teachers have established very good relationships with all their pupils. This enables them to teach without interruption and to provide challenging work that pupils enjoy and at which they are keen to succeed. This was evident in a Year 6 revision lesson on co-ordinates, reflection and rotation. In a few classes, behaviour management is less secure. Too much time is wasted in gaining pupils' attention. A few noisy or disruptive pupils impede the learning of the majority by calling out of turn or by demanding more than their share of the teacher's time. A contributory factor leading to poor behaviour, particularly amongst younger pupils, is the provision of inappropriate tasks. Some pupils are not ready to record their work in an abstract way without more experience of practical activities.

117. In most classes, pupils listen attentively to the teacher's input, which is of a suitable length. They settle quickly to practical or written tasks and there is a busy and orderly atmosphere in the room, together with a sense of enjoyment and achievement. The teacher is able to give concentrated attention to those who need it. Most often teachers and learning support assistants concentrate on the higher and lower attaining pupils. Just occasionally, when they become too involved with a particular group, they fail to circulate to check that other pupils have grasped the task or how to complete it. As a result, some pupils become frustrated or complete the activity wrongly, so making little progress in learning.
118. In the best lessons, teachers make clear to the pupils what they will learn in the lesson. Pupils are encouraged to be independent so that interruptions are minimised. There is an element of challenge, either through the difficulty of the work or in the time taken to complete it, for all pupils. These features were present in a very successful lesson on problem solving for Years 4 and 5 pupils. Another good feature, observed in a lesson for Year 1 pupils, was a well thought out final, or plenary, session that not only made pupils aware of their progress, but also introduced the next stage in learning. More generally, though, teachers are insufficiently creative in varying the structure of this part of the lesson. Sometimes this leads to pupils who have worked hard for almost an hour losing interest.
119. The co-ordinator for mathematics is both experienced and enthusiastic. She provides effective leadership in Key Stage 1, but has less influence in Key Stage 2. For example, she has analysed the results of Key Stage 1 statutory assessments, but not those at Key Stage 2. Systems of classroom observation are very well established. The co-ordinator is aware of general strengths and weaknesses in the subject. She knows that further improvement is required in the provision for mental mathematics and that there is not enough investigational work designed to help pupils to apply their skills, increasing the relevance and enjoyment of their work. The quality of teachers' marking is too variable. Much is superficial and gives pupils little idea of what they have learned or how they can improve. Many teachers make good use of mathematics in other subject areas, notably in science, but the potential of information and communication technology to support work in the subject, particularly for lower attaining pupils, is underdeveloped at present.

## **SCIENCE**

### **National test results**

120. The 2000 Key Stage 1 teacher assessments show attainment to be well below the national average for all schools and for similar schools. No pupils achieved the higher than expected Level 3. Only in knowledge of materials and their properties was attainment in line with the national average.
121. The national test results for pupils at the end of Key Stage 2 in 2000 show that attainment was well below the national average for all schools and for similar schools. The proportion of pupils reaching the higher than nationally expected Level 5 was below the average for all

schools and for similar schools. The overall trend over the last five years has been downwards in comparison with the rising national standard.

122. The school responded to these poor results in a positive way, focusing particularly on raising attainment in Years 2 and 6. The co-ordinator has very effectively led a programme of rigorous assessment followed by analysis. This has helped teachers to plan and to set targets for groups. Pupils in Years 2 and 6 are now taught in three ability groups, flexible in composition according to the most recent and relevant assessments. National test results this year are expected to show substantial improvement in both key stages.

### **Standards and progress**

123. At the time of the last inspection, standards of attainment were judged to be average by the end of Key Stage 1 and good by the end of Key Stage 2. On the evidence of the lessons observed, an examination of pupils' work and discussions with them, it is judged that attainment is broadly in line with national expectations at the end of both key stages. More able pupils, in particular in Years 2 and 6, are clearly having more expected of them than has been the case in the past and are now achieving well.
124. Literacy skills are promoted effectively in science when pupils write their own accounts of investigations, less effectively when they merely complete worksheets. Although there are good examples of mathematics being used in science, there is little evident planned connection between the mathematical skills needed in science work and what is taught in numeracy lessons. Information and communication technology is not used to any great extent to support and enrich learning in science, although one very good example described below illustrates the potential.

### **Science in Key Stage 1**

125. The books of pupils in Years 1 and 2 show a sound coverage of the content of the curriculum and evidence of early investigational work. Pupils from Year 1, for example, have dismantled and reassembled torches while others, working independently, have correctly identified which devices use batteries and which use mains electricity. With the assistance of a learning support assistant and a parent, other pupils in Year 1 have identified sources of light around the school and elsewhere and compared their brightness. Pupils from the Year 2 class were involved during the inspection with practical work relating to observing and caring for plants and animals. All pupils had planted nasturtium seeds and observed fuchsias that had over-wintered as well as tadpoles and a hamster. They were aware of the seven characteristics of living things and had an appropriate knowledge of electrical circuits and magnetic materials.
126. There has been a good increasing emphasis on practical work and on pupils writing accounts in their own words. There were good examples of marking that extended pupils' learning as when the teacher moved the pupils on from recording 'Most things floated, not a lot of things sank' by replacing 'sank' with 'sunk' and adding 'wooden and light objects floated'.
127. The work of the extension group of higher attaining pupils from Year 2 shows a sharp focus on clear learning objectives and planned introduction of an extensive scientific vocabulary. There has been very good work in helping pupils to grasp the essentials of a fair test by seeking to compare the hardness of materials in order to find out which would be most suitable as a floor covering under playground equipment.
128. All pupils, including those with special educational needs and those of potentially high attainment, are now making progress that is at least satisfactory throughout the key stage.

### **Science in Key Stage 2**

129. Pupils in Years 4 and 5 enjoyed a very well planned and presented lesson in which they made very good progress in learning about the food of animals, food chains and habitats. The teacher provided a very good introduction, clearly setting out her expectations and the learning objectives for the lesson. Pupils showed a good knowledge of the associated vocabulary; for example *predator*, *prey*, *habitat*, *carnivore* and *herbivore*. The teacher chose good examples, including *thrush*, *dormouse* and *seal*, to explore what is eaten and what eats it. This was very good preparation for the main task of choosing an animal and finding out and recording as much as possible about its habitat and its position in the food chain.
130. Because of the clarity of task setting and expectations pupils settled down quickly and showed a high level of enthusiasm and independence in their use of resources and approach to their work. The learning support assistant made a very effective contribution to pupils' learning and progress by helping them with their research and, like the teacher, challenging through questions. A computer program provided some pupils with further opportunities to develop their research skills. The lesson was very well rounded off through the use of four examples of pupils' findings to date to promote further challenge and stimulate interest in further research at home.
131. Pupils in the Year 6 group of higher attaining pupils grappled enthusiastically with the problem of answering the question that had been posed by one of them in a previous lesson – 'What temperature does water vapour turn back into liquid?' Their teacher had planned the lesson very well in that he helped pupils to revise earlier learning on the water cycle through well-targeted questions before moving on to the task of describing in scientific terms what is happening when water is boiled in a kettle. This part of the lesson was greatly enriched by using a temperature sensor connected to a laptop computer to draw a graph as the water was heated. This promoted successive challenges of 'What do you think will happen when 100°C is reached?' and 'Why does the graph plateau even though more heat is being applied?' The teacher's skill in teaching largely through questioning successfully provoked a similarly questioning stance among the pupils; for example 'Why does the temperature go up more quickly when the thermometer is in steam rather than water?'
132. Pupils showed a very good understanding of the characteristics of a fair test when they each melted ice in a quantity of water in a glass container in order to cause condensation. The experiment led to animated and questioning discussion leading to good learning. Pupils were able to explain, for example, how the results might differ according to whether the experiment was carried out on a cool evening or on a hot afternoon. Overall, levels of attainment were above that expected of their age group and there was a very high level of serious engagement with the questions – and an eagerness to follow them up in their own time. This was high quality teaching leading to very good learning, both in terms of the content and the scientific method, and to the development of very positive attitudes to science.

### **In summary**

133. The school is making good progress in raising levels of attainment in science. It recognises the need to continue to improve teachers' planning so that all are sharply focused on clear learning objectives. Science resources in some parts of the curriculum are not sufficient for carrying out whole-class practical work and need to be improved.

## ART AND DESIGN

134. Standards of attainment in art at Key Stage 1 are in line with those expected of pupils of their age, with some pupils achieving higher levels. Only one lesson was observed in Key Stage 2. Based on this, a scrutiny of pupils' work and discussion with them, standards of work are judged to meet expectations of pupils for their age. The previous inspection reported above average attainment in Key Stage 2. Attainment was in line with expectations in Key Stage 1.
135. Art is used successfully to support learning in other subjects. Pupils in Years 1 and 2 make careful drawings of religious artefacts from Judaism to support their work in religious education. Appropriate attention is given to the development of skills and techniques and this leads to sound progress overall. Less attention is given to discussion with pupils using the language of art about the artistic content of their work and how they create their desired effects. Pupils' understanding and knowledge of painting styles and the work of well-known artists form an area of the curriculum that is less well developed. Pupils use computer programs in their work on *Patterns* in Key Stage 2. However, the use of information and communication technology to support the teaching and learning of art and design is undeveloped.
136. The school is following national guidelines for the teaching of art and plans to review the curriculum later in the year. The art policy dates from 1996 and is due for updating.
137. Across both key stages pupils make sound, and sometimes, good progress in observing and recording their experiences and expressing their ideas. Work in pupils' sketchbooks offers pupils and teachers a useful opportunity to evaluate progress over time.
138. Pupils in Year 1 carefully dye fabrics for use later in weaving. Pupils have benefited from an artist's visit and are familiar with the use of different fabrics and techniques. Some pupils work co-operatively in pairs. They share ideas and make decisions.
139. Pupils in Year 2 make observational drawings of fruit and vegetables. Some show close observation to detail in their drawings and use shading to achieve the desired effect. Others develop imaginative shell and leaf motifs.
140. Some good preparatory work and discussion in Year 3 enabled pupils to develop their representational drawings of buildings and natural features. In this lesson, the class teacher and the support assistant encouraged close observation of maps and photographs and maintained pupils' focus on line, shape and pattern.
141. On display, there is some sound work based on the theme of 'relationships', using pencil, chalk, paint and oil pastel. Pictures show a good sense of proportion in drawings of human figures. Pupils' sketches from life include their observations and criticism of their own work.
142. Pupils in Years 4 and 5 paint and decorate clay pots, papier-mâché bowls and containers. Colour effects are used well. Pupils in Year 6 explore ideas and produce impressive headwear to depict an aspect of a play.
143. Pupils' attitudes to art are consistently good. Most enjoy what they do. The quality of teaching is never less than satisfactory and in three of the observed lessons it was good. Teachers ensure that lessons are well organised, materials and equipment are readily available and pupils are clear about what is required. Good use is made of talented adults in the school and this adds to the variety of the work that pupils experience. Assessment opportunities have yet to be developed. All teachers value pupils' work and present it for display well mounted and labelled.

## DESIGN AND TECHNOLOGY

144. At the time of the last inspection, attainment was judged to be in line with national expectations at the end of Key Stage 1, but below average at the end of Key Stage 2. The subject has not had a high profile in the school, although all teachers include it in their planning. The school is currently trying out ideas from recent government guidelines and the co-ordinator is now effectively leading the development of the subject throughout the whole school. On the basis of one lesson observation, an examination of work in progress and conversations with pupils and teachers, attainment is judged to be satisfactory in both key stages. However, it is not clear how it is planned to develop the skills of making as pupils move through the school.
145. Pupils experience a satisfactory range of activities and media. In Year 1, for example, pupils have designed and made moving pictures, exploring levers and fastenings in the process. During the inspection, pupils from Year 2 were considering what puppet character they would like to make, what the different parts were and what materials to use. They had previously examined a range of puppets, including glove, string and finger types. The project has been well planned and resourced with the result that pupils are gaining good early experience of the design process.
146. Pupils from Year 6 were introduced to their project on *Shelters* through a conducted walk around the village that focused on local buildings – their name, purpose, what they were constructed of, their age, and evidence of wear and tear. The *FACTFILE* findings were very effectively displayed as part of a photographic display. This served well as stimulation and reference material to support the development of the project and located the work clearly in the ‘real world’. In the well-taught lesson observed during the inspection, pupils explored rigidity and strength of materials. In particular, they investigated how to make a piece of A4 paper into a form that could provide a strong structure. They were very surprised to find that when made into a small cylinder it would support the weight of 61 exercise books!
147. Teachers use lessons in design and technology well in developing and using the skills of literacy through discussion and planning. To some extent the skills of numeracy are deliberately promoted, but there is little evidence of the planned use of information and communication technology to promote learning in the subject.

## GEOGRAPHY AND HISTORY

148. Three lessons were observed in each of these subjects. Discussions were held with two groups of Year 6 pupils and with the teacher who co-ordinates both subjects. Teachers’ planning, work on display in classrooms and corridors and a small amount of written work were examined. Evidence indicates that pupils are attaining in line with national expectations in each subject at the end of both key stages. This is the same as the position at the time of the previous inspection.
149. Younger pupils in Key Stage 1 sort photographs depicting local places of work and correctly identify the people who work in them. Higher attaining pupils write competently about people who work in the school. By the end of the key stage, all pupils, including those with special educational needs, have made steady progress in both subjects. These pupils are beginning to appreciate links between cause and effect as they study the Great Fire of London.
150. Pupils in Year 3 have completed a questionnaire about activities they undertake out of school. They use maps of the village and of its surroundings to mark where these leisure

activities take place. These pupils are at the early stages of understanding the functions of map symbols and keys. Many construct a key by drawing symbols and labelling them, but again label the symbol when they draw it on the map. Year 4 pupils know many facts about Kenya and make good use of varying sources of information. Their geographical vocabulary is limited and they find it difficult to explain the contrasts between different environments. By the end of the key stage, pupils' map work skills have developed since Year 3, but somewhat unevenly. Pupils use four-figure and often six-figure map references with ease and estimate distances from a map accurately. By contrast, they find it difficult to 'read' a landscape by examining a map as they have no knowledge of contour lines and do not readily associate blue lines with water features. The unevenness of pupils' knowledge indicates insufficient clarity about how and when specific skills are taught. By Year 6, pupils have learnt about their own village and contrasting regions of the world, but in no great detail. The skills of identifying cause and effect developed in Key Stage 1 history are not well transferred to geography to explain changes in settlements over time or the physical features of rivers. However, pupils understand the effects upon the environment of pollution and rainforest destruction.

151. In history, younger Key Stage 2 pupils know that artefacts can provide valuable clues about people's lives in the past. They know about Viking life and develop their skills of inference well as they interpret Viking proverbs. Year 5 pupils, studying exploration in Tudor times, know why much exploration occurred at this time. Most understand the distinction between primary and secondary sources of evidence. Pupils at the end of the key stage have studied the Second World War, but have little appreciation of the changes the war made to life in Britain as they did not study the period immediately before the war. They have a good understanding of sources of evidence that are appropriate or reliable for particular periods of history. There are significant gaps in pupils' understanding of historical vocabulary, but their sense of chronology is satisfactorily developed. Because some topics were covered relatively superficially, pupils have retained little knowledge of their previous work in the subject.
152. The quality of teaching and learning in both subjects is good. This is the same as the finding of the previous inspection in geography, but represents an improvement in history. There is now no unsatisfactory teaching and two-thirds are rated good or very good. Teachers teach both subjects confidently, using their own good knowledge and enthusiasm to provide lively and interesting lessons. In history, the school's collection of artefacts is used very well to create attractive displays and to act as a starting point for new learning. For example, a willow basket was used in a mid-Key Stage 2 class to provide a focal point for work on the Vikings, the teacher questioning skilfully to extend pupils' understanding. Teachers of younger pupils use time effectively by varying activities to suit their existing skills or by making frequent changes of activity to avoid pupils losing interest. A Year 2 lesson used effectively a three-part structure similar to that used in the literacy hour. The lesson revised and extended pupils' knowledge of the causes of the Fire of London through discussion, moved on to written activities appropriate for pupils of varying levels of attainment and concluded with a session devoted to examining how we know about the fire from contemporary sources of information. In a class containing mainly Year 1 pupils, the teacher's very good organisation and control of the pupils as they moved between activities in a calm, work-oriented atmosphere had a significant impact on the way the pupils learnt.
153. Many lessons make a positive contribution to pupils' skills in speaking, listening, reading and writing. For example, in a Year 3 class, pupils explained the features of their maps. As a result of the teacher's high expectations of considerate behaviour, all listened intently as pupils gave clear explanations using mostly well constructed sentences. Less satisfactory features of some teaching include insufficiently high expectations about pupils' rates of working. Very long lessons sometimes encourage a slower work rate and may lack focus; the most effective lesson observed was the shortest. Occasionally, the poor



behaviour of a very small minority is not dealt with effectively. The class becomes unsettled, pupils find it difficult to listen well to the teacher and the pace of learning is slowed.

154. The co-ordinator for both subjects has worked hard to adapt new national guidance to the particular circumstances of the mixed-age classes present in the school, with considerable success. The school is aware that further work is required to ensure that skills in each subject are built up in a progressive way and that topics are covered in sufficient depth. The programmes of study are implemented well, using blocks of time over the school year for particular topics, but this leaves some long periods of time with no attention to the subject. The potential of additional intermediate lessons or groups of lessons to revise, consolidate and enhance skills and knowledge is under-exploited at present. The programme in both subjects is enriched by visits to places of interest and to contrasting environments. An example of this is a guided tour of Peterborough with a commentary by the teacher, giving pupils a good introduction to a contrasting British locality. There are good resources for history including good reproductions of original artefacts to stimulate curiosity and interest. In geography, more local and regional maps are required to give pupils in Key Stage 2 greater experience of conventional map symbols. Recent improvements in the provision of information and communication technology are increasing the potential for teachers to use computers to teach geographical skills.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

155. At the time of the last inspection there was insufficient evidence to make judgements about standards of attainment, progress and the quality of teaching in information technology. Since that time the school has improved its provision considerably, including the very recent opening of a small computer room. All teachers now include regular lessons in the subject in their planning and the school has made a good start in providing opportunities for pupils to develop the required knowledge, skills and understanding.
156. Older pupils have not had the benefit of a structured programme and, inevitably, there are gaps in their experience, which the school is working hard to fill. Much of the work seen during the inspection was of at least a satisfactory standard and the majority of pupils have a level of knowledge, skills and understanding that is in line with what is expected for their age. Some pupils attain more highly because of their greater interest and, often, better access to computers at home.
157. The quality of teaching in the subject is at least satisfactory. In fact, more than half of the lessons were good or better. Teachers are using the National Curriculum guidelines effectively to support their planning. Pupils of all abilities are making good progress and the quality of their learning is good.
158. The small size of the computer room presents class teachers with planning and organisational problems. A particularly effective solution has been reached for the class of pupils from Years 3 and 4. The teacher conducted the initial part of the lesson as a whole-class session, very effectively using the classroom computer to revise and extend pupils' knowledge and understanding of a graphics package. Follow-up work in the computer room for groups of pupils in turn was very well led by a learning support assistant, who gave well focused individual help. As a result pupils made good progress, all showing that they could use the tools of the package successfully to produce an image based on repeating patterns.
159. Good preparation and planning were features of both of the lessons observed in Key Stage 1. Pupils from Year 1 and a few reception children benefited from their teacher's very thorough, step-by-step explanations and demonstrations and made good progress in

learning how to create pictograms. A learning support assistant and volunteer parent gave good support in the computer room to a group of pupils with special educational needs and others needing help. The school is successfully making sure that all pupils are included in the developing work in this subject.

160. Pupils in Year 2 showed a good understanding of how to correct text by inserting spaces or extra words and capitalising where appropriate. The teacher gave a good whole-class introduction, identifying the keys and buttons that would be needed. She had also loaded onto the computers a set of sentences needing correction and those pupils in the computer room demonstrated a satisfactory level of competence at the task. They also responded correctly to the teacher's instructions by saving their work as a named file in a selected folder on the hard drive. The rest of the class worked with a learning support assistant and made satisfactory progress at a related pencil and paper task.
161. The teacher of the class of Year 3 pupils had also organised the work well, splitting the class into three groups and using the skills of the learning support assistant effectively. All pupils had access to a computer during the lesson, either in the classroom or in the computer suite. The teacher worked with 18 pupils in the computer room, a feat made possible only by good planning that included encouraging independent group work for the most able and very clear task setting and preparation of the software. The most able pupils made good progress on their spreadsheet work while other pupils all increased their understanding and skills of data entry and searching on a field. Pupils showed a clear understanding of the advantages of computer databases over card records.
162. Pupils in Years 5 and 6 were also working on spreadsheets, entering data based on their pulse rate readings taken before, during and after exercise. They showed a sound understanding of the basic principles of spreadsheets and used the appropriate language correctly. Most pupils succeeded in generating a line graph from their data and learned to use a formula to calculate a mean. However, insufficient time had been allocated for the lesson to permit sufficient skill practice and consolidation of understanding.
163. A group of Year 6 pupils made good progress in developing the skills of creating a card, mixing imported re-sized photographs, graphics and text, and adding a border. Most did not achieve the target of linking to another card, although one higher attaining pupil confidently created a sequence of cards and links. Pupils experimented well and learned from each other as well as from their teacher.
164. Pupils throughout the school clearly enjoy their lessons in the subject, responding well to the opportunity for learning and applying new skills. They behave well and maintain their interest and concentration throughout their lessons. They support each other's learning well, freely sharing ideas and information.
165. The subject is still at a relatively early stage of development, although a good start has been made on making sure that all pupils receive regular lessons. The headteacher and staff recognise the need to use information and communication technology more in teaching and learning in other subjects. This has clear implications both for lesson planning and for staff training.

## MUSIC

166. Only one music lesson in Key Stage 1 and two in Key Stage 2 were observed. Judgements are based on these, discussion with the subject co-ordinator and an examination of planning documents. Insufficient lessons were seen to form a basis for a firm judgement on the overall quality of teaching.
167. All pupils are taught music in class lessons and the standards they achieve are in line with expectations for their age. Pupils listen to recorded music from different genres and cultures, mainly in assemblies. All pupils, including those with special educational needs, make satisfactory progress in the areas of music studied.
168. Pupils in Key Stage 1 develop a satisfactory repertoire of songs and rhymes. They play a variety of musical instruments and compose simple group pieces. They handle instruments with care and learn their names, such as *wood blocks* and *triangles*.
169. In Year 2, pupils produced a basic composition using untuned percussion instruments. Using 'Storm' music played by Vanessa Mae as a stimulus they interpreted thunder and rain using dynamics effectively. Pupils sang *I hear thunder* confidently.
170. In Key Stage 2, pupils in a lesson taken by the co-ordinator sang well from memory with obvious enthusiasm and improving control. They progressed to singing in rounds. Pupils showed very good skills of listening to each other when they sang a round. They held a tune well when they sang songs that also required concentration on the actions. They sang with good diction and used tuned percussion instruments to accompany the singing. They developed their understanding of rhythm as the class teacher conducted in 3/4 and 4/4 time. The teacher's knowledge and organisational skills had a significant influence on pupils' attainment. The lesson was carefully planned with clearly identified goals and expectations that were shared with the pupils. All pupils, including those with special educational needs, contributed to the lesson.
171. Most pupils enjoy music and work well. They listen carefully in order to appreciate the music that they learn and to help them perform as a group. This makes an effective contribution to their social and cultural development.
172. The co-ordinator provides effective management and leadership and gives useful advice and support to staff. Some monitoring of lessons has taken place. The school has adopted recent national guidance. This guidance in its current form does not make full use of the skills and strengths of the staff. The co-ordinator recognises the shortcomings of this planning framework and a review is to take place later this year. The scheme of work could usefully be tailored to incorporate staff expertise as part of the plan to improve standards in future. Assessment opportunities have yet to be developed.
173. Resources for music are adequate and in good condition. Recorder groups meet and perform in the church and the adjacent nursery. Occasional visitors, such as theatre groups and musicians, enrich the curriculum. Pupils enjoy and benefit from taking part in school concerts where they perform for families and friends, and from participation in the Community Choir festival in Kings Lynn.
174. Music is valued and it makes a very important contribution to the life of the school.

## PHYSICAL EDUCATION

175. Standards of attainment are in line with national expectations at the end of both key stages. Pupils make satisfactory progress in developing their skills in gymnastics, dance, athletics, and games. Almost all pupils achieve the target of swimming 25 metres. Year 6 pupils have the opportunity for outdoor activity when they take part in the residential trip in the summer term. The attainment is no longer above national expectations as it was at the time of the previous inspection. This is in part due to a change in the scheme of work; teachers are still working to make sure that pupils build on their skills, year on year. In the best lessons seen, there were good links made with the importance of keeping fit and good recording of pupils' personal attainments.
176. Pupils benefit from the good facilities, which include a reasonably sized hall with gymnastic equipment, adequate playground space and a spacious playing field. Key Stage 1 pupils now enjoy working on the new outdoor adventure playground equipment. Pupils also benefit from the active involvement of parents, governors and ex-pupils, as well as teachers, in running after-school training in a range of sports and in supporting school teams, which include cross-country running. These factors contribute positively to the quality of the opportunities provided in physical education and to the attainment of the pupils
177. Pupils in Year 1 show sound control when using bats and balls in a range of activities that require co-ordination. Effective posters illustrating the activity clearly, act as a reminder to pupils as they change from one task to the next. The pupils behave sensibly, waiting for each other and sharing equipment. By the end of Key Stage 1, pupils can throw and catch with reasonable accuracy and use bats to hit a ball. They are beginning to work co-operatively and understand basic rules for simple games. These skills are further developed into playing games in Key Stage 2.
178. All pupils benefit from the gymnastics programme and, by the end of Key Stage 2, pupils can hold a balance and work out a smooth sequence of balancing movements on a variety of equipment. They concentrate hard and are keen to improve their performance by varying the height, speed and shape of their movements. Pupils enjoy dance and the only lesson seen showed that Year 3 pupils were able to interpret music into appropriate movements. They worked well together in groups, building up four sequences to illustrate a theme on the 'seasons'. They made constructive comments about each other's performances and readily included some pupils who had been withdrawn for additional literacy at the initial stages of the lesson.
179. Teaching and learning are never less than satisfactory, with just over half of the lessons observed being good. In the good lessons, teachers involve pupils in understanding the effect of exercise on their body. There is regular evaluation of performance through pupil demonstration and comments from the teacher and other pupils on how to improve techniques. Lessons are tightly planned with a good, brisk use of time. During these lessons, pupils reinforce skills and extend their range of performance. In the satisfactory lesson, the focus is less sharp and time is wasted in over long changing periods or unnecessary pauses between activities. All teachers ensure that pupils warm up and cool down properly and pupils clearly understand the purpose behind this. Pupils with special educational needs are always fully involved and are well supported by the teachers and other pupils.
180. Teachers make informal assessments of pupils' attainments, but there is no formal assessment designed to identify pupils' progress in the development of key skills.

## RELIGIOUS EDUCATION

181. By the end of both key stages pupils' levels of attainment are in line with the expectations of the locally agreed syllabus. Pupils, including those with special educational needs, make satisfactory progress. Pupils in both key stages show an interest in different faiths and some are keen to show their understanding of symbols and rituals. Most pupils have a sound understanding of the moral content of stories and can relate this to their own experiences and behaviour; for example, pupils in Year 2 listen to stories told by Jesus and answer questions about issues of anger, sadness and joy raised in the story of the Prodigal Son.
182. Pupils in the reception class learn about Christian festivals and celebrations. In Key Stage 1, pupils have a sound basic knowledge of Bible stories. They explore the theme of friendship and write about being a good friend.
183. Following a visit to St. Edmund's Church, pupils recall the interior. Some name the altar as a special place and others talk about candles as symbols. Many are keen to talk about the special clothes worn by the vicar and her visit to school to demonstrate a Christian baptism. Pupils have a basic knowledge of how people worship in different ways and are beginning to make connections between Christmas, Hanukkah and Divali as festivals of light.
184. Pupils in Key Stage 2 develop their knowledge of Judaism further as they explore the religious significance and importance of the Shabbot and aspects of rituals, customs and traditions to Jewish people. Pupils in upper Key Stage 2 develop further their understanding of Sikhism. They explore the symbolism of the Five Ks and the notion of equality and community within the faith. Pupils show their respect for the beliefs of others and in their observations of the Five Ks of Sikhism on display. Most pupils are interested and they enjoy their discussions. Pupils' interest and understanding are significantly increased by the use of religious artefacts in lessons; for example, pupils in Key Stage 1 give close attention when the teacher incorporates lighted candles in the story of Hanukkah.
185. The quality of teaching is sound across the key stages, but there are variations depending largely upon the teacher's level of subject knowledge and confidence. Lesson planning is based on the requirements of the local authority syllabus and externally produced guidance. Although assessment opportunities are included in teachers' planning, there is no framework to record an individual pupil's progress. The co-ordinator has recently revised the policy and produced a curriculum overview that will be presented to the governing body later this year.
186. The school's themes for collective worship include some specific religious content together with aspects of personal development and an awareness of the needs of others. Pupils' learning is enhanced by visits to the local church, and the vicar is a regular visitor to assemblies and the classrooms. Religious education features significantly in displays around the school and in discussion pupils explain their context and meaning.
187. There are some examples of the Internet being used by older pupils to research information on Sikhism. However, the use of information and communication technology has yet to be fully developed in religious education.