

INSPECTION REPORT

**LYNG CHURCH OF ENGLAND PRIMARY
SCHOOL**

Lyng, Norwich

LEA area: Norfolk

Unique reference number: 121102

Headteacher: Mr P Whitty

Reporting inspector: Mr John Harris
019284

Dates of inspection: 25th September 2000 – 27th September 2000

Inspection number: 195024

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Wensum Road Lyng NORWICH
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Appropriate authority:	The Local Education Authority
Name of chair of governors:	Mrs Camilla Davis
Date of previous inspection:	11 th February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Harris 19284	Registered inspector	Mathematics Physical Education Religious Education Foundation Stage	What sort of school is it? The school's results and pupils' achievements. How well is the school led and managed?
Roy Kitson 9590	Lay inspector	No subjects	Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
Heather Tyrrell 3664	Support inspector	English Art and Design Geography History Equal Opportunities	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?
Lawrence Moscrop 17852	Team inspector	Science Information and Communication Technology Design and Technology Music Special Educational Needs	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lyng Primary School is a voluntary controlled Church of England school catering for pupils between the ages of four and eleven. It occupies an attractive, modern building and is set in very pleasant surroundings. It mainly serves the three rural parishes of Lyng, Elsing and Sparham. There is a range of employment, and local housing is largely owner-occupied. There are currently 77 pupils on roll; the proportion of pupils who are eligible for free school meals is low. Children's attainment on entry to the school is generally above average. Approximately one quarter have special educational needs, which is about average; two have statements. There are no pupils from ethnic minority groups.

HOW GOOD THE SCHOOL IS

This is a successful school which has made considerable improvements in recent years. Children achieve well, especially in the core subjects of English, mathematics and science. The teaching is good, and children are enthusiastic learners. The school is well led and managed, and provides good value for money.

What the school does well

- Pupils achieve high standards in the core subjects of English, mathematics and science.
- The overall quality of teaching is good.
- Pupils' attitudes to school are very good. They enjoy coming to school and behave very well.
- Relationships throughout the school are very good.
- The headteacher, governing body and all the staff have a common purpose and a strong commitment to continuous improvement.
- The school provides good support for pupils with special educational needs.

What could be improved

- Standards in information and communication technology (ICT) are not high enough, and there are no effective arrangements for ensuring that all aspects of the subject are taught.
- The school does not make sufficiently good use of homework to extend children's learning in class.

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 February 1997, and a number of weaknesses were identified at that time. All have now been addressed satisfactorily; in most of them, progress has been good. Assessment and record keeping is now consistent and rigorous throughout the school. New initiatives, for example, the National Literacy and Numeracy Strategies, are thoroughly monitored and their impact evaluated. There are many more opportunities for pupils to learn about other cultures and traditions, and the school has plans to improve this further. Teaching proceeds at a much brisker pace, particularly in the core subjects, and in most lessons more is expected of the ablest pupils. There are now appropriate opportunities for the youngest pupils to work with the teacher, though the school needs to exercise vigilance to ensure that their particular needs are always being met.

There has been a significant improvement in the national assessment results at the end of

each key stage. The school's own assessment data suggest that this improvement will continue. The quality of teaching has improved, largely as a result of a good programme of staff development. The school has strong procedures for judging its own strengths and weaknesses and is, therefore, well placed to improve further.

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	D	C	A	B
mathematics	E	D	B	D
science	D	E	A	B

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

National assessment results at Key Stage 2 have improved considerably in the past year in English, mathematics and science. Compared with schools with pupils from similar backgrounds, standards are above average in English and science, and just below average in mathematics. Key Stage 1 results in 2000 have also surpassed earlier results. The school's targets, based on current assessments of pupils' attainment, indicate that improvements are likely to be maintained in 2001.

The small number of pupils in each year group makes the identification of trends difficult, but inspection evidence confirms that standards of attainment have risen significantly and, by the time pupils leave the school, are better than the national average in all three core subjects. In most subjects pupils of all abilities are achieving well and making good progress. Standards in ICT, however, are much lower than they should be.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children have very good attitudes throughout the school. They are enthusiastic learners and show interest in all the school has to offer.
Behaviour, in and out of classrooms	Behaviour is generally very good, both in lessons and around the school. A few pupils' distracting behaviour sometimes slows the pace in a small number of lessons.
Personal development and relationships	Relationships are very good. Pupils are responsible and sensible. All members of the school community are considerate towards one another.
Attendance	Attendance is above the national average.

The school has a strong family feeling; older children look after the younger ones, and children support and help one another in class. The school aims to promote self-respect and respect for others, and is very successful at doing so.

TEACHING AND LEARNING

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

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

Of the lessons seen, 97 per cent were satisfactory or better, and 26 per cent were very good. Only one lesson was unsatisfactory because the learning needs of the children were not being successfully met. The teaching of English was consistently very good, and in mathematics was good in over half the lessons seen.

All lessons are well planned and prepared. Pupils are generally told what they are expected to achieve in order to help them understand more about their learning. There is a clear sense of purpose. Lessons are well paced and very good use is made of support staff. Careful attention is paid to the needs of pupils with special educational needs. Teaching is especially strong for the oldest pupils. For the youngest, the school needs to exercise care that activities are always appropriate to their stage of development.

Homework is not used as effectively as it could be to extend children's learning in class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum has richness and breadth, except that pupils have far too few opportunities to develop and use their ICT capability.
Provision for pupils with special educational needs	Good. Pupils are given additional help and the level of support they receive is very carefully planned.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is good. The school is successful in promoting children's confidence and self-esteem. Provision for cultural development has improved, and further improvements are planned. Spiritual development is satisfactory, but more could be done to ensure a greater consistency of approach.
How well the school cares for its pupils	Teachers know their pupils very well, and demonstrate a high level of consideration and care. Procedures for monitoring pupils' progress are good.

The school provides good information for parents, both about the curriculum and about their children's progress, though some aspects of the latter could be improved further. A large number of parents give voluntary help in the school, and they make a valuable contribution to

pupils' progress.

The school does not currently meet the requirements of the National Curriculum for ICT, though there is a well-considered plan to address this weakness. The National Literacy and Numeracy Strategies have been introduced very successfully. This has had a significant impact on the standards now being achieved.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides determined but sensitive leadership in the work of the school. There is a shared commitment throughout the staff which is clearly aimed at continuous improvement.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities well. It is appropriately involved in shaping the direction of the school.
The school's evaluation of its performance	Good procedures have been developed for checking how well the school is doing. The impact of new initiatives is particularly well monitored.
The strategic use of resources	Financial planning is good, and educational priorities are well supported by appropriate funding.

The school deploys its staff, accommodation and resources well. The staff are appropriately qualified, and the accommodation well cared for. Resources are used in keeping with the government's principles for best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • Children are making good progress. • The school expects children to work hard. • The teaching is good. • Children behave well. • The school is well led and managed. • Children are helped to become mature and responsible. 	<ul style="list-style-type: none"> • Too few activities are provided outside lessons. • Children do not get sufficient work to do at home.

Inspection evidence supports the positive comments made by parents.

The range of activities outside lessons compares well with that of most similar schools. However, the school should ensure that homework is set more consistently in order to extend children's learning outside class.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards for seven year-olds in the 2000 national assessments were above average in reading and mathematics, and average in writing. Compared with schools with pupils from similar backgrounds, standards were above average in mathematics, average in reading and below average in writing. The relatively poorer performance in writing was because more able pupils did not attain as well as in reading and mathematics.
2. In the national tests for eleven year-olds in 2000 standards were well above the national average in English and science, and above the national average in mathematics. When compared with schools with pupils from similar backgrounds, standards were above average in English and science, and just below average in mathematics.
3. It is difficult to draw firm conclusions about trends in attainment over the past few years because the small numbers involved give rise to wide fluctuations (year cohorts have varied between eight and sixteen). However, until last year (2000) the school's national assessment results have generally been below the national average, and in some cases markedly so. It is clear that there has been underachievement, both for the seven year-olds and for the eleven year-olds, and this is acknowledged by the school. The latest figures show a notable improvement over previous years' results. The school's analysis of current attainment indicates that the overall improvement trend will be maintained. The school exceeded the targets which it had set for pupils' attainment in the 2000 national tests for eleven year-olds. The targets which have been set for 2001 will, if met, consolidate the gains made last year. Inspection evidence indicates that this is likely to occur.
4. Children in the foundation stage are making satisfactory progress and are on their way to reaching or exceeding the early learning goals in all six areas of learning by the end of the Reception Year.
5. In English, pupils' attainment by the end of Key Stage 1 is average in reading and writing, and above average in speaking and listening. Pupils read simple texts accurately and use different ways to work out words they do not know. They write for a range of purposes and are learning to use punctuation accurately. By the end of Key Stage 2, standards are above average in all aspects of the subject, and are particularly high in speaking and listening. Pupils have a wide vocabulary and are developing sophisticated reading skills, such as skimming and scanning. In their writing they choose words carefully to achieve the effect they want.
6. In mathematics, pupils attain high standards by the end of each key stage. Seven year-olds rapidly add and subtract simple numbers in their heads and recall doubles of single digit numbers. Eleven year-olds have developed a range of mental computation strategies, including those involving multiplication and division. They draw different kinds of charts and graphs, and draw conclusions from them. They have a good understanding of shape and space, defining, for example, parallel lines and different kinds of triangle.

7. In science, standards are average by the end of Key Stage 1. Pupils successfully develop their skills of scientific enquiry and record their findings in pictorial or written form. By the end of Key Stage 2, standards are above average. Pupils have acquired a good scientific understanding, for example, of the various properties of solids, liquids and gases, and how changes to materials may be reversible or irreversible. They show a concern for accuracy, for example, when measuring their pulse rates, and understand the importance of checking their results and ensuring that investigations are fair.
8. In ICT pupils do not reach the expected standards at either key stage; standards are particularly low at Key Stage 2. This is largely because teachers have insufficient personal expertise, and too rarely provide opportunities for pupils to develop new skills or extend their ICT capability. The problem is compounded by a shortage of sufficient, up-to-date equipment and inadequate software. The school is aware of these shortcomings and now has an approved action plan to address them. A specific government grant will support its implementation during the present financial year.
9. In religious education (RE), the expectations of the locally agreed syllabus are met. Younger pupils, for example, learn about religious festivals and stories, relating them to their own experiences. As they grow older, they gain a more sophisticated understanding of the distinctive features of Christianity and other religious traditions and of what it means to be a believer.
10. In history, geography, music, art and design (A&D), and design and technology (D&T) pupils meet the expected standards at both key stages. In physical education (PE), there was too little evidence to make sound judgements about attainment. However, there is a well-planned teaching programme to ensure that National Curriculum requirements are met.
11. Pupils of all abilities achieve well and make particularly good progress in the oldest class. Throughout the school, children with special educational needs are set appropriate targets and make good progress towards them. Class teachers and the special educational needs coordinator take care to ensure that they are given work which is appropriate for them, and they are given good support, particularly in literacy, to enable them to achieve success.

Pupils' attitudes, values and personal development

12. Children have a very good attitude to school. They enjoy their work and try hard, showing enthusiasm and determination. They listen attentively and are very keen to contribute their ideas to discussion. They respond particularly well to the stimulating and challenging activities which are offered in a high proportion of lessons throughout the school, but particularly for the oldest pupils.
13. The behaviour of children is very good in the playground, at lunch time and in most lessons. Occasionally, a few children behave inappropriately in class, being unduly noisy and distracting others. However, they are easily corrected, and although the pace of the lesson is slowed, good order is soon restored.

14. Children are very polite and courteous, forming good relationships with one another and with their teachers and other adults in the school. The school has a strong family feeling with, for example, older children looking after the younger ones. The school aims to promote self-respect and respect for others, and is very successful at doing so. For example, in an English lesson, a boy confidently volunteered to play the part of Helena in 'A Midsummer Night's Dream' as a boy would have done in Shakespeare's time. The class responded very well, showing great maturity in their discussion about the emotions dealt with in the play.
15. Children work well with one another from the earliest age, learning the skills of collaboration with the encouragement of the teaching staff. Younger pupils share resources and equipment, taking turns and helping others to find what they need. Older pupils work very constructively in pairs, for example, measuring each other's pulse rate.
16. Pupils use resources carefully and responsibly, and show respect for the work of others and for items on display around the school. Children perform routine tasks throughout the school and assist in school assemblies. Older pupils occasionally take initiatives such as organising charity fund-raising events.
17. The level of attendance is above the national average and the rate of unauthorised absence is minimal. The school follows up unexplained absences promptly by telephoning parents.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is good. During the inspection, teaching was at least satisfactory in 97 per cent of lessons observed. In 45 per cent of lessons, it was good and in a further 26 per cent it was very good. Good and very good teaching can be found throughout the school. Particular strengths are evident in the three core subjects of the curriculum, but especially in English. The teaching is particularly assured in the oldest class.
19. The National Literacy and Numeracy Strategies have been implemented very effectively, and teachers acknowledge the usefulness of the guidance they have been given. This, together with the school's own programme of staff development, has been a major cause of recent improvements in teaching quality. Lessons are planned thoroughly; teachers identify what they want children to learn and share this with them at the beginning of lessons. Teachers make skilful adjustments to the content of the lessons to ensure that pupils of all abilities have the opportunity to succeed. In a Year 3 and 4 lesson, for example, pupils were invited to write a scene for a play about Cinderella. Some pupils had a wide choice about how to set out their writing and how many characters they wished to cast, while others were given support to enable them to understand the differences between writing play scripts and stories.
20. For the most part teachers have a sound knowledge of the range of curriculum subjects. Little time is wasted in lessons and very effective use is made of support staff to work with groups of pupils. Teachers foster very good relationships with the children they teach. The children also get on well together. When asked, they work effectively in pairs or small groups, sharing ideas to help their understanding.

21. A notable strength of the teaching is the personal enjoyment which teachers often show. This is infectious and makes learning fun. It keeps levels of concentration high and ensures that pupils are fully involved. This is evident in music lessons, for example, where the teacher's strong commitment is clearly communicated to the pupils. In English, too, teachers frequently express their own pleasure in the written and the spoken word. In mathematics, they encourage pupils to find satisfaction in number patterns or in different solutions to a problem. In science, they share their love of the natural world.
22. In the best teaching there are very high expectations of what children of all abilities are able to achieve. Questions are skilfully framed which require children to think deeply and justify their views. Children are encouraged to reflect on how well they have done and what they can do to improve. They are actively taught to help and support one another, and are invited to share in the pleasure of the progress that others are making. A very positive classroom climate is fostered, in which pupils are confident that their views and opinions will be listened to and respected. This gives them the security to take risks and learn from their mistakes.
23. There are few shortcomings in the teaching. In some lessons, children are allowed to interrupt and disturb others, and this affects the pace of the learning. Occasionally, the children in the Reception Year are kept sitting for too long with the older children in the class, and they are given tasks which do not match their learning needs. There are two major weaknesses, however. Firstly, teachers make very little use of ICT to support their teaching. Very few examples of children working with computers, either independently or with support, were seen during the period of the inspection. Secondly, teachers do not make the best use of homework to extend the children's learning in class.
24. Children with special educational needs are well supported and they make good progress. Teachers adapt the work to ensure that they are able to achieve success. They frequently receive extra help which is of good quality. The support they receive is guided by well-written individual education plans.

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

25. The school provides a rich and stimulating curriculum for its pupils. It is carefully planned to involve pupils and engage their interest. Effective use is made of the National Literacy and Numeracy Strategies to promote high standards in English and mathematics. Teachers are particularly successful at developing speaking and listening and writing skills, and enabling pupils to put them to good use throughout the curriculum.
26. The school effectively promotes pupils' personal development. Provision for moral and social development is particularly strong. Pupils have a good sense of right and wrong, are polite to one another and are friendly towards adults, including visitors to the school. They play well together, work comfortably in pairs and small groups and take responsibility for completing their work to the best of their abilities. They respond well to planned and informal opportunities to think and reflect. Older pupils write, for example, 'I believe in God because sometimes I wonder how we would be here if God did not exist' or 'I agree with Guru Nanak there is a spark of God in all of us'.
27. Since the last inspection, when it was noted as a weakness, the school has improved the opportunities it offers for pupils to learn about other cultures and traditions. For

example, pupils speak enthusiastically about an African dancer who visited last Summer Term to tell them about his country and to lead art, dance and music sessions. Links have also been established with a school in Prague, where some older pupils stay on an annual exchange visit.

28. Teachers take care to ensure that all pupils have equal access to every aspect of the curriculum. The provision for pupils with special educational needs is good. Pupils receive additional help in lessons from teachers, classroom assistants and volunteers and are given a range of interesting and appropriate work to do. Particular attention is given to those requiring additional literacy support and this clearly helps them to achieve well.
29. The school does not make adequate provision for ICT and the statutory requirements for this subject are not being met. The provision for sex education is satisfactory, but the school recognises that there are some shortcomings in the curriculum for personal, social and health education, for instance, in the teaching of drugs misuse. There are plans to remedy these weaknesses.
30. The curriculum is supplemented with a good range of educational trips to places such as the EcoTech Centre at Swaffham and the Sainsbury Centre at the University of East Anglia. During the autumn term children in Years 2 to 5 have weekly swimming lessons and French is taught to Year 6 pupils. An opportunity for an annual residential visit is provided for older pupils. There are clubs for pupils to attend at lunchtime and after school, such as cross-country running and inter-school football. Bus arrangements make it difficult for some pupils to attend after school activities on a regular basis. Inspection findings do not support the view expressed by some parents that the school provides too few opportunities for children to take part in activities beyond the school day.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school cares well for its pupils. Teachers are particularly skilful at monitoring the academic progress of all pupils, including those with special educational needs.
32. A rigorous system has been developed to keep track of children's progress. This is used by all teachers to help plan appropriate activities for individuals and groups of pupils in English, mathematics and science. In the last inspection this was identified as a weakness. It is now a strength and has helped the school to improve standards in these subjects.
33. Information from the pupil record system is also used to predict end-of-year attainment for each year group in English, mathematics and science. Teachers make regular assessments of pupils' work in literacy and numeracy, and also record notes about their personal development. Teachers skilfully use these records to check that pupils are making enough progress, for instance, in reading achievement. Extra support is then carefully allocated to those in most need.
34. There is effective liaison with external agencies and with parents of pupils with special educational needs. There are appropriate education plans to help each child overcome their difficulties and these are carefully monitored by class teachers in consultation with the special educational needs coordinator.
35. Pupils are well cared for by teachers and other adults in the school. They know what to do if they feel unwell or unhappy at school. Some improvements are needed to the

programme for personal, social and health education, but the school has identified these and has plans to put them into effect.

36. Teachers are aware of child protection procedures, and the headteacher efficiently oversees any issues that may arise. It is, however, a while since every member of the school staff was reminded of child protection requirements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. Parents are well satisfied with the education provided by the school and the progress made by their children. They report, for example, that their children like coming to school and that they generally behave well. They consider that the school expects children to work hard and achieve their best. Most parents feel that the school works closely with them and that the school is well led and managed. They appreciate the help their children are given to become mature and responsible. The positive views of parents are endorsed by the findings of the inspection.

38. Some parents expressed concern about homework, both the amount given and the nature of the tasks. Inspection evidence confirms that there is a need to have a more comprehensive and consistent policy in setting homework tasks, and that these should be communicated to parents. Some parents also expressed the view that the range of activities outside lessons is too limited. However, this is not significantly different from that provided by most similar schools.

39. The range of information provided to parents, such as the school prospectus, governors' annual report to parents and newsletters are detailed and well presented. At the beginning of each term parents are given an outline of forthcoming work, in order to help them support their children. The latest newsletter and the school diary of events are also displayed in the parents' waiting shelter outside the school. Pupils' annual assessment reports give useful information on children's progress and include comments on what they need to do to improve. Children themselves, however, are not as fully involved in commenting on their own progress as they could be. Whilst most parents have signed the home/school agreement, a significant number have not. The school should seek ways to use the agreement to promote closer involvement of parents in their children's learning.

40. The school is seen by parents, governors and staff as very much part of the local community. The wider community, in turn, is made aware of the life and work of the school. Celebratory services are held in the local churches, which all members of the community can attend. Similarly, members of the local community are invited to attend school events and open days. Local businesses invite children to visit and help with project work. Children are encouraged to share their successes in outside activities, such as Scouts and Brownies, within school. Displays of children's work in RE lessons are shown in the local church. The school contributes articles to the parish magazine on a regular basis.

41. The school has an active Parent Teacher Association which raises money to purchase extra equipment for the school. A number of parents and governors help in

school on a regular basis. Very good links have been established with other schools in the Reephams cluster and this provides an additional range of cultural and social activities. For example, pupils attend concerts and exhibitions at the high school. They also go on residential trips with children from another nearby primary school. The arrangements for children moving to their next school are well established. There is also a very close working relationship with the pre-school group which is located in the school grounds.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The leadership and management of the school are good. The headteacher has a very clear view of the school's strengths and weaknesses, and has been quietly effective at ensuring that the school's improvement programme has been vigorously pursued. Advice has been sought and acted upon. There has been a strong focus on the need to raise standards in the core subjects throughout the school, and much effort has been successfully directed towards this end.
43. All members of the teaching team contribute towards determining the school's development priorities, and this involvement is evident in a growing sense of common purpose. A climate of professional dialogue has been established, together with a commitment to improving the school's effectiveness. Regular discussions are held with staff in order to identify individual training needs. The roles of subject leaders are clearly defined, and targets are set and regularly reviewed. Time is made available for all teaching staff to monitor those areas for which they have responsibility.
44. Procedures for evaluating the impact which new initiatives have on the raising of standards are good. The school is clear about what outcomes are intended and measures progress towards targets accordingly. The school's action plan for ICT will, if implemented successfully, address the shortcomings in this subject. Funding under the government's National Grid for Learning initiative will soon be available to support this. However, the school is aware that ICT has been an area of weakness, and too little has been done to remedy this within the limits of current provision.
45. The governors are fully supportive of the school and fulfil their role successfully. The headteacher keeps them well informed, particularly through the detailed reports that he provides, and they discuss aspects of the school's performance in their regular meetings. The energetic chair of governors regularly visits the school, and has a thorough knowledge of the school's development priorities. The partnership which has been established between the headteacher and the chair of governors is very effective.
46. The funding available to the school is properly directed towards its educational priorities. Effective use is made of specific grants for their designated purposes, and particularly good use is made of support staff to provide extra support for pupils. The day-to-day administration of the school proceeds smoothly, and financial planning is sound. Spending decisions are made according to the principles of best value, for instance, with regard to cleaning and energy costs.
47. Teaching and support staff are well qualified and resources are generally adequate, though there are considerable shortcomings in both equipment and software for the ICT curriculum. The school building is attractive and well-maintained, and has been

improved by recent modifications. However, some of the classrooms are rather small, and the hall is barely adequate for PE lessons for older children.

48. The school has successfully addressed the weaknesses identified at the time of the last inspection. There has been a marked improvement in pupils' attainment in the core subjects throughout the school. This has been brought about by a clear programme of teaching improvements, which has been well planned and monitored. The school is well placed to improve further and offers good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

49. In order to improve further, the school should:

(1) Raise standards in ICT, by carrying out the approved action plan, especially with regard to:

- providing sufficient training for the teaching staff;
- ensuring that all areas of the programme of study are systematically taught;
- giving pupils significantly more opportunities to develop and use their ICT capability.

(Paragraphs 8, 23, 29, 44, 47, 76, 88, 95, 96-101.)

(2) Make better use of homework by:

- introducing a more comprehensive homework policy to be followed throughout the school;
- ensuring that homework expectations are clear to both pupils and parents.

(Paragraphs 23, 38, 76.)

50. In addition the following minor issue should be addressed:

- Ensure that learning opportunities for the youngest pupils fully meet the requirements of the new foundation curriculum.

(Paragraph 53.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	26%	45%	26%	3%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	82
Number of full-time pupils eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	22

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
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	n/a	n/a	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	15	15	16
Percentage of pupils at NC level 2 or above	School	94 (25)	94 (33)	100 (67)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	12	13	15
Percentage of pupils at NC level 2 or above	School	75 (42)	81 (58)	94 (50)
	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	n/a	n/a	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	13	11	14
Percentage of pupils at NC level 4 or above	School	93 (75)	79 (58)	100 (67)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	12	13	14
Percentage of pupils at NC level 4 or above	School	86 (75)	93 (83)	100 (83)
	National	70 (68)	72 (69)	79 (75)

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

Where there are less than ten boys and ten girls taking Standard Assessment Tests, the Department for

Education and Employment recognises that the confidentiality of individual pupils' attainment may be breached by publication of results.

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	0
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.3
Number of pupils per qualified teacher	19.1 : 1
Average class size	20.5

Education support staff: YR – Y6

Total number of education support staff	3.0
Total aggregate hours worked per week	50

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1999
	£
Total income	173787
Total expenditure	174773
Expenditure per pupil	2270
Balance brought forward from previous year	4000
Balance carried forward to next year	3014

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	82
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	48	5	0	0
My child is making good progress in school.	45	50	2	2	0
Behaviour in the school is good.	31	57	10	0	2
My child gets the right amount of work to do at home.	31	36	21	7	5
The teaching is good.	48	43	7	0	2
I am kept well informed about how my child is getting on.	43	40	14	2	0
I would feel comfortable about approaching the school with questions or a problem.	64	31	5	0	0
The school expects my child to work hard and achieve his or her best.	55	40	5	0	0
The school works closely with parents.	38	45	17	0	0
The school is well led and managed.	38	45	5	7	5
The school is helping my child become mature and responsible.	48	33	5	0	14
The school provides an interesting range of activities outside lessons.	24	38	26	5	7

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

51. Pupils are first admitted to the school in September or in January, depending on age. Their attainment on entry is mostly above the national average. At the time of the inspection there were three children in the Reception Year. These were taught as part of a class which also contained pupils from Year 1 and Year 2. The small number of Reception pupils, together with the wide age-span, presents a considerable organisational challenge. This is generally well met. There is separate planning for children in the foundation stage, which is very detailed and carefully linked to the statutory six areas of learning.
52. A weakness at the time of the last inspection was that Reception pupils had too few opportunities to work directly with the teacher. This has now been put right. Children spend some of their time working with the whole class, and at other times they are withdrawn to work either with the teacher or with a learning assistant. This provides children with a good range of opportunities to extend their learning, sometimes alongside the older pupils and sometimes just with others of a similar age. All adults who work with the pupils are skilled, and have a good knowledge of how to develop young children's understanding. They maintain effective communication and keep good records of the progress that children are making. The overall quality of teaching is good.
53. Occasionally the teaching does not meet the learning needs of the children. This occurs when Reception pupils spend too much time in a session with the whole class, or the activities they are doing are unsuitable. This is not a major weakness, but the school needs to exercise vigilance to ensure that an optimum balance is consistently struck.

Personal, social and emotional development

54. Children are likely to meet or exceed the expected outcomes in their personal, social and emotional development. They play well together and have good relationships with adults. They are able to select their own activities and concentrate well on those initiated by staff. They talk about the things they enjoy doing and help make simple decisions about what activities should be on offer the following week, for example, whether the sand should be wet or dry. They help to care for the classroom environment, for example, by designing the layout of the role-play area, and tidying away after themselves. They are becoming more aware of the needs of others, for example, in knowing how to take turns or to share equipment fairly.

Communication, language and literacy

55. Children make a good start in developing all aspects of their language skills. For example, they listen attentively to stories and are keen to predict what might happen next. They make up their own stories and act them out in the role-play area. They enjoy looking at books, handle them carefully and understand how they are made up of pages with words and pictures. They join in with the bits they know when reading together with the older children in the class. They mostly know the sounds that letters make, and are beginning to use this knowledge in their writing. They hold a pencil effectively, forming upper and lower case letters with care. Staff instruct children well, for example, showing how letters should be correctly formed and encouraging them to apply what they know.

Mathematical development

56. Children make sound progress in developing their mathematical understanding, and are likely to exceed the expected outcomes by the end of the year. For example, they find a number of small plastic bears in the sand, counting them accurately as they go. They know how many there will be if there is one more or two more. They can read numbers, for example, on a clock face. They can identify the missing number when one of them is covered up, and put the numbers one to six in order on a blank clock. They show good spatial awareness, and confidently use language to describe size, shape and position, for instance, in their role-play about a railway journey. Staff generally create good opportunities for children to extend their knowledge of number, including counting games and songs, and reinforce this by, for example, encouraging children to count the stairs to the classroom. Children mostly show confidence and enjoyment in their mathematical work, though occasionally they are confused when the concepts are beyond them.

Knowledge and understanding of the world

57. There are well-planned opportunities for children to extend their ability to find out about many aspects of their environment and, consequently, children are well on their way to meeting the expected outcomes by the end of the year. For example, they collect samples of seeds from the school grounds and talk about the differences between them. They are helped to understand that they are dispersed in different ways and begin to classify them into types. They are encouraged to observe closely, to ask questions and to record what they have found out. They explore and describe the properties of different materials, for example, the differences between wet and dry sand. They show interest in how things work and show one another how to do things. They talk about the places they have visited, and what they liked about them. They have access to simple computer programs, though they were not seen to use them at the time of the inspection.

Physical development

58. There are well-planned opportunities for promoting children's physical development, though no PE lessons were observed. There is appropriate provision for outdoor play, including an adequate range of large equipment such as bicycles and other wheeled toys. Children show good bodily control, for example, when playing with the hoops during playtime, or when running and jumping during a mathematical game. They show good coordination and awareness of space when singing action songs such as 'Ten in the Bed'. They have an awareness of the importance of safety, behaving well when engaged in physical activity outside, and responding well to instructions.

Creative development

59. Children's progress in the creative aspects of their learning is sound. They enjoy listening to music, and are beginning to build a repertoire of songs. With adult help, they suggest changes to the words and actions of songs like 'The Wheels on the Bus'. They make rhythmic train noises, keeping good time and altering the speed and volume according to whether the train is going slow or fast.
60. There are good opportunities for developing children's creative ideas in the role-play area. Staff help them to decide which parts they will play and how the plot will evolve; they themselves become involved in the play in order to extend children's understanding of how stories can develop.
61. Children are beginning to describe the texture of different materials. They explore what happens when they mix colours, and paint portraits of themselves for the classroom wall. They work in different media, for example, making collages of characters from storybooks or 'fruit faces' from modelling dough, and adapt their work to give the effect they want.

ENGLISH

62. National assessment results in 2000 show that standards are high, especially at the end of Key Stage 2. This represents a significant improvement over the results of previous years, which were generally below average, particularly when compared with schools with pupils from similar backgrounds. At the end of Key Stage 1, three-quarters of pupils gained the expected level in reading and writing, and in reading over a third did better than this. At the end of Key Stage 2, a very high proportion of pupils gained the expected level and nearly half achieved more. This result is better than similar schools, and exceeded the school's own target. The school is well placed to meet the target it has set for its performance in the 2001 English tests for eleven year-olds. Standards seen during the inspection show that, by the time they are eleven, pupils are attaining at least average standards in reading and writing, and many are achieving more.
63. Standards in speaking and listening are above average in all parts of the school. Throughout the curriculum, pupils generally listen very carefully to their teachers and to one another. In discussion they offer lots of ideas and suggestions in response to questions. By the end of Key Stage 2, they confidently exchange opinions about, for example, watching live theatre as opposed to a television programme.

64. At Key Stage 1, standards in reading are average and pupils make sound progress in learning to read. They quickly realise that letters have sounds and that words convey meaning. By the time they are seven, they read a range of simple texts accurately. They use different ways, such as using sound and picture clues, to work out words they do not know. More able pupils recognise speech marks around words spoken by characters in a story such as the 'Little Red Hen'. They continue to gain in confidence, especially at Key Stage 2, and by the time they are eleven they are accomplished and enthusiastic readers. At the end of the key stage standards are high. For example, pupils skilfully skim a new piece of text for meaning and quickly scan several lengthy paragraphs in order to retrieve the most important facts.
65. At the end of Key Stage 1, standards in writing are average. Children write about many things, including holidays, animals and recipes for gingerbread. They write simple sentences and often remember to put a capital letter at the beginning and a full stop at the end. They gain confidence in spelling simple words accurately, and when unsure are prepared to have a go, or check their ideas with the word lists in the classroom. However, they are often insufficiently skilled to spell words like 'little' correctly without assistance.
66. By the end of Key Stage 2, standards in writing are above average. Pupils write for a wide range of purposes. Over the course of their last year at the school, this includes an anthology of poetry, historical accounts of excavating the tomb of Tutankhamun, and instructions to build a greenhouse. Pupils write well because they are taught how to structure their ideas and thoughts, and how to be aware of the audience they are writing for. They consistently work hard to improve their writing skills. For example, in Years 3 and 4 they think of different ways to tell Cinderella that she will go to the ball, and how she is going to get there. From such experiences, they recognise that their choice of words is important to achieve the right effect. By the age of eleven, children have an extensive vocabulary. When discussing a text, for example, they use words like 'determined', 'confident' and 'brave', and, from their knowledge of only his name, they describe a character as 'cheeky', 'fiery' and 'naughty'. However, spelling is not to the same high standards as other facets of writing. Familiar words such as 'author' and 'title' are frequently spelt incorrectly. The school recognises this as a weakness and appropriate action is being taken.
67. The school makes effective use of the National Literacy Strategy and good links are made with other subjects of the curriculum, especially at Key Stage 2. Teachers use test data and pupil assessment information to ensure that both boys and girls make as much progress as possible. The plenary session at the end of a literacy lesson is used to good effect, with teachers ensuring that pupils generally know what has been achieved and where more effort is needed next time.
68. The teaching is very effective in helping pupils to learn to read and write. Teachers use whole class activities to focus attention on the main teaching points of the lesson, using their assessments of pupils' needs to organise appropriate activities for groups and individuals. They also make good use of classroom assistants and specialists, who provide able support, particularly for pupils with special educational needs.

69. The quality of resources, especially books, has improved since the last inspection and resources are adequate. Pupils make regular use of the school library, but many younger pupils are unsure about how to find a non-fiction book on a particular subject. It is not until they reach Year 5 that most pupils are able to use non-fiction books effectively.
70. The management and leadership of the subject have improved significantly since the last inspection. This has helped the school to target resources, identify issues of concern and highlight good practice and areas of teacher expertise which can be shared.

MATHEMATICS

71. Pupils' attainment in mathematics in the national assessments in 2000 was above average at the end of each key stage, though when compared with schools with pupils from similar backgrounds, the attainment of the eleven year-olds was just below average. These results were a marked improvement on previous years, when they were well below average, particularly when compared with schools with pupils from similar backgrounds. Because of the low numbers involved in each year group, it is difficult to interpret the data reliably. However, it is clear that, after several years of poor performance, standards are now improving as a result of the action the school has taken.
72. Children achieve well in mathematics throughout the school. Standards are above average at the end of Key Stage 1. By the age of seven, for example, pupils rapidly add and subtract simple numbers in their heads. They recall the double of single digit numbers and can use this information to add two numbers which are nearly double. More able pupils are working confidently with larger numbers. At the end of Key Stage 2, standards remain high. By the age of eleven, pupils are able to use more complex strategies to work things out in their heads. For instance, when asked "What makes 14?", they offer suggestions like $8 \times 1\frac{3}{4}$. They draw different kinds of charts and graphs, and draw conclusions from them. They have a good understanding of shape and space. They can, for example, define parallel lines and different kinds of triangle. More able pupils know the sum of the angles of a triangle and that of angles at a point.
73. The teaching of mathematics is always satisfactory and often good; for the oldest pupils, it is very good. The school has successfully introduced the National Numeracy Strategy, and staff and pupils are enthusiastic about its benefits. Teachers themselves feel that the strategy has helped them improve their teaching, and there is clear evidence from the work that pupils are doing that this is so. Teachers plan their lessons carefully. They know what they intend children to learn, and generally share this with pupils at the beginning of each lesson. Regular assessments are made of children's progress, and information from these is used to help plan future lessons. Pupils are set individual targets to help them focus on what they need to do to improve.
74. In their lessons, teachers rightly emphasise the importance of being able to calculate

mentally. Pupils are taught a range of methods to enable them to do so reliably and efficiently. Proper attention is paid to the needs of individual pupils, and work of the right level of difficulty is generally provided for pupils of all ages and abilities. In the Year 5 and 6 class, this is achieved particularly well. Expectations are high, and the teacher asks perceptive and thought-provoking questions to challenge all pupils, including the most able. Pupils with special educational needs are well supported throughout the school.

75. Pupils enjoy their mathematics lessons, showing a high level of interest and commitment. They are keen to participate in discussion and contribute their ideas. Sometimes, in the Year 3 and 4 class they do so without sufficient regard for others and the pace of the lesson is slowed while the teacher regains control. Mostly, however, pupils throughout the school are well behaved, sustaining concentration and persevering when things are difficult. In the Year 5 and 6 class they strive to give their very best and show evident pride in their achievements.
76. There are too few opportunities for pupils to use ICT to support their learning in mathematics. Also, although homework activities are offered to older pupils who are keen to extend their work, it is not used well enough to make a consistent contribution to pupils' attainment.
77. The development of mathematics in the school, including the introduction of the National Numeracy Strategy, has been very ably coordinated by the knowledgeable and enthusiastic subject leader. Significant changes have been made within a short period of time, and a strong personal example has been set. Teaching throughout the school has been closely monitored, and improvements have been made which have had a direct and immediate effect on raising standards.

SCIENCE

78. Data for comparing the national test performance of eleven year-olds with other schools show that standards in science have fluctuated over the last four years, but have improved markedly in 2000. The latest results were well above the national average, and also compared well with schools with pupils from similar backgrounds. The school predicts reasonably from its own assessment of pupils' work that this improvement will be maintained in 2001. Inspection evidence, including the observation of a sample of lessons throughout the school and a detailed consideration of pupils' completed work, indicates that pupils achieve standards in science which are average at Key Stage 1 and well above average at Key Stage 2.
79. In Key Stage 1, children begin to develop their skills of scientific enquiry. They carry out observations and record their results accurately in pictorial and written form. For example, Year 2 children plant a seed in compost and then record, with annotated pictures, the growth of the young plant over a period of time. They carry out observations of plants and animals around the school grounds. By the end of the key stage, they understand that plants need light and water to grow and that flowering plants produce seeds which can grow into new plants.
80. By the end of Key Stage 2, children's skills in investigative work are developed further

and they carry out a range of scientific enquiries, accurately recording and interpreting their results. For example, they measure the temperature in various parts of the classroom. They investigate the absorption properties of various papers and ensure a fair result by always using the same amount of water. The oldest pupils demonstrate very good scientific enquiry skills, often using graphs to display their results, for example, in an investigation into how much salt dissolves in liquids at different temperatures. By the time they are eleven, children have a good understanding of the various properties of solids, liquids and gases and of how changes to materials may be reversible or irreversible. During one lesson observed, children were learning that the heart acts as a pump to circulate blood through vessels around the body. They carried out careful measurements of pulse rates, checking that their results were accurate. The pupils know how to construct electric circuits and understand that light cannot pass through some materials, leading to the formation of shadows.

81. The quality of teaching throughout the school is always satisfactory and often good. Lessons are carefully planned and resources are used effectively. Teachers have clear learning objectives and these are explained to the children at the beginning of the lessons. Teachers are knowledgeable and confident, for example, in the way they use scientific terms and vocabulary. Relationships between teachers and pupils are generally good. In the best lessons, teachers maintain a good pace and demonstrate a real enthusiasm for the subject.
82. Children approach lessons expecting to enjoy themselves. They demonstrate a high level of interest in developing their scientific knowledge and skills. They work cooperatively in groups, sharing ideas and handling resources sensibly. The behaviour of almost all children is good, though a small number are occasionally allowed to lose concentration and disturb the flow of the lesson.
83. The school has an appropriate range of resources, carefully listed by the subject leader, and easily accessible to staff. Additional purchases are budgeted for each year and, occasionally, expensive resources are borrowed from the local high school, for example, a model of the human body to support the work on circulation of the blood. Good use is made of the excellent wildlife area, including the collection and observation of plants and small creatures.

ART AND DESIGN

84. Standards in A&D are average with some above average attainment at both key stages. For example, some Year 2 pupils produced good paintings of fruit in a bowl, dealing skilfully with perspective and scale. Older pupils have produced portraits in pastel and charcoal that reach a particularly high standard.
85. From an early age children develop good control of pencils, pastel crayons and paintbrushes. By the age of seven, they mix paints to make other colours such as green and various shades of brown. They know how to look carefully at objects such as fruit before attempting to draw or paint them. They have a growing awareness that practising new skills will help them to paint or draw better next time.

86. Pupils are very confident in their use of different media, including clay. Teachers make sure that the whole class is aware of the point of the lesson and check their progress with different tasks both during and at the end. Basic skills are taught well and all members of staff help pupils to succeed by asking questions, making suggestions and praising good effort and achievement.
87. The curriculum is planned thoroughly, incorporating trips to local galleries and museums. Very effective use was made of an African visitor to the school last Summer Term to link art and design with activities about a different culture and country. A good range of work was produced, including clay masks using slip techniques to add features to the faces, such as lips and eyebrows.
88. Teachers share an enthusiasm and interest in A&D, and there is a good level of expertise. The subject is appropriately led and managed and a good range of resources is available to all classes. The school recognises that there is currently little use of ICT to support work in the subject.

DESIGN AND TECHNOLOGY

89. It was possible to see only one D&T lesson during the period of the inspection. However, the teachers' planning documents and some examples of pupils' work indicate that attainment in the subject meets the expected standard by the end of each key stage.
90. Through a programme of planned projects, children are introduced to a range of activities that cover textiles, food technology, mechanisms and structures. By the end of Key Stage 1, the children know how to make simple mechanisms. They learn how to use basic tools accurately and how to handle them safely. At Key Stage 2, the children consider healthy foods, designing and making their own sandwiches. They begin to understand the use of levers, create designs for their own T-shirts, and design and make a structure to hold a given weight. By the time they are eleven, pupils have a sound grasp of the design process, and have sufficient knowledge and understanding to put their ideas into practice. They carefully evaluate what they have done, making adjustments or suggesting modifications to their products.
91. In the one lesson seen at Key Stage 1, the children worked with a classroom assistant, designing spinners to replicate the flight of a sycamore seed. The activity was well organised and the children responded well. They used scissors accurately and safely and were keen to share the results of their work.

GEOGRAPHY AND HISTORY

92. Standards in both geography and history are average. By the age of seven, children know about basic features on a map such as roads and bridges. They have a growing sense of the past. For example, they ask questions about farming life a hundred years ago. They look carefully at details in old paintings for clues to differences in today's farming methods. By the age of eleven, pupils are aware of environmental issues that effect the United Kingdom and other places such as the island of St Lucia. They know, for example, that coral is important to the tourist trade of the island and that soil erosion can have a devastating effect on a local economy.

93. The children clearly enjoy their work in these subjects and several willingly go home and find out more information from books, brochures and the Internet. Pupils in the oldest class are particularly keen and well organised, for example, automatically preparing themselves to take notes when watching a television programme. A good range of resources is used in lessons such as atlases and local maps, photographs and videotapes.
94. The quality of teaching is generally good, especially when the subject skills are well taught, for instance, helping pupils look for historical clues in a picture, or searching for evidence of human settlement on a map. Teachers are also skilful at asking pupils pertinent questions to encourage them to think about possible links between one piece of work and another. Their own interest and enthusiasm for the subjects are frequently conveyed to the children.
95. Since the last inspection, appropriate improvements have been made in the leadership and management of the subject. The subject leader regularly monitors teachers' planning to ensure appropriate coverage of the different topics in geography and history. A good range of educational trips is arranged to give pupils experience of fieldwork, but there is insufficient use of ICT.

INFORMATION AND COMMUNICATION TECHNOLOGY

96. Standards in ICT are poor throughout the school, but particularly so at Key Stage 2.
97. There are some examples of word-processed poems and stories, but they are limited. There is no evidence of data handling or the use of control devices. Teachers sometimes use computers to generate labels or title pages for topic books. They are aware of the potential benefits of the Internet, but very little use is made of this facility in school.
98. The school does not meet the statutory requirements for teaching the curriculum for ICT at either key stage. There is no coherent programme of teaching of ICT skills to enable pupils to develop their capability. Few opportunities are given for them to use ICT to support their work in other subjects.
99. Many of the children have experience of computers at home and come to school with a range of skills. For example, some Year 6 children know how to make use of the various features of a word-processing program. They also have a good understanding of the range of uses of computers in society, from small business accounts to industry, world communications and space travel. Older pupils are aware of how few opportunities they have for using computers to support their work.
100. No examples of the direct teaching of skills were seen during the inspection. In the Key Stage 1 class, some children were exploring an adventure game and finding out the consequences of different decisions. In the Year 3 and 4 class, children were using a mathematical program to practise their numeracy skills.
101. The subject leader is keen to support the development of ICT in the school. An action plan has been produced and has recently been approved by the local education authority. This shows that the school is aware of the shortcomings in the subject, and what has to be done to put them right. The implementation of the action plan will be supported by funding from the government's National Grid for Learning initiative.

MUSIC

102. Music is taught by a visiting teacher; two lessons were observed during the inspection, one at each key stage. This indicates that children attain standards in music which meet or exceed those expected nationally. At Key Stage 1, children are able to sing tunefully in unison, and are developing good rhythmic awareness. They make effective use of percussion instruments to represent particular actions during the song. At Key Stage 2, pupils have a good knowledge and understanding of musical terms such as tempo, pitch and dynamics. They sing well and use pitched and unpitched percussion instruments capably and confidently. They are beginning to record their own compositions on paper, explaining the need for this as “so that you can play it the same over and over again”.
103. The teacher conveys great enthusiasm for the subject and ensures that the requirements of the National Curriculum are met. Teaching is of a good standard, with carefully planned lessons which are well organised and full of activity for the children. They, in return, respond well, behaving sensibly and joining in with interest. They are willing to share their thoughts about music and listen very carefully to the recorded music played to them.
104. Music has an important part to play in the life of the school at other times. In the Key Stage 1 class, music is played quietly as children enter the classroom and sit on the carpet. During assembly, the children sing well when accompanied by pre-recorded music. They show good knowledge of features of the recorded music played to them at the beginning and end of assemblies. Children are given good opportunities to extend their knowledge of other cultures by listening to and playing music from other countries, including Africa and the Caribbean.

PHYSICAL EDUCATION

105. It was not possible to observe any PE lessons during the inspection. However, planning was examined and interviews were held with pupils about their PE lessons and other opportunities to play various sports.
106. The school provides a broad range of physical and sporting activities, including unusual sports such as archery, and covers all aspects of the National Curriculum programme of study. For one term, pupils from Years 2 to 5 have a weekly swimming session at a nearby pool. Annual residential visits are arranged for older pupils, and there are a number of lunchtime and after school clubs, including opportunities for cross-country running, football and orienteering.
107. The school is adequately resourced, though the hall is barely adequate for gymnastic activities for older pupils. For a school of this size, the opportunities for pupils to be involved in additional sporting activities are good. Inspection evidence does not support the view of some parents that too little is offered.

RELIGIOUS EDUCATION

108. Only one RE lesson, in the oldest class, was observed during the inspection. This evidence was supplemented by an examination of planning and of pupils' work in folders and classroom displays, and informal discussions with small groups of pupils.
109. The school's provision for the teaching of RE is satisfactory. Planning of lessons is

thorough and fully meets the requirements of the locally agreed syllabus. Teachers' own knowledge and understanding of the subject has improved recently, and there are plans to supplement the current range of resources. Pupils visit the local church as part of their studies, and the rector is a regular visitor to the school. The programme of school assemblies makes a good contribution to the school's RE curriculum.

110. Children learn about the main features of Christianity, and how Christians seek to put their faith into practice. For example, they learn about how Jesus taught through parables, and reflect on their meaning. They compare Christianity with the beliefs and customs of other world faith communities, such as Jews, Muslims, Hindus and Sikhs. They consider human qualities like courage, loyalty and commitment. They discuss, for example, how one can show empathy to those who are sad, or what it feels like to be wrongly accused.
111. The limited evidence suggests that teaching is satisfactory, and sometimes good. The best teaching enables children to engage with their own values and beliefs. When this occurs, as in the oldest pupils' reflections on the teachings of the Sikh Guru Nanak and their personal meditations on 'What does God mean to us?', children achieve high standards.