

INSPECTION REPORT

Woodton Primary School

Woodton, Bungay

LEA area: Norfolk

Unique reference number: 120866

Acting Headteacher: Mrs P. McGowan

Reporting inspector: Mr R. W. Burgess
20950

Dates of inspection: 29th – 31st January 2002

Inspection number: 195712

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 – 11
Gender of pupils:	Mixed
School address:	Norwich Road Woodton Bungay Suffolk
Postcode:	NR35 2LL
Telephone number:	01508 482294
Appropriate authority:	Governing Body
Name of chair of governors:	Mr S. Ratcliffe
Date of previous inspection:	29 th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20950	Roger Burgess	Registered inspector	Mathematics Science Art and design Design and technology Physical education Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9942	Susan Dixon	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21858	John Pryor	Team inspector	English Geography History Information and communication technology Music Religious education Foundation stage Special educational needs	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Woodton County Primary School is situated to the south east of Norwich. Most pupils come from the surrounding villages with a small number from outside its catchment area. On entry to the school, levels of attainment overall are slightly below those expected nationally, with considerable variation from year to year. There are 34 pupils aged between four and 11 years and it is smaller than other schools. There are a similar number of boys and girls in the school. Children start school at the beginning of the autumn or spring term before their fifth birthday. The pupils come from a range of social backgrounds. English is the first language of all the pupils. At the time of the inspection, no pupils are eligible for free school meals which is below the national average. The school has recognised eight pupils as having special educational needs, which is above the national average for a school of this size and type, none of whom have a Statement of Special Educational Need, which is below the national average. Following the resignation of the previous headteacher in March 2001 the headship was advertised nationally; no suitable applications were received. The acting headteacher is the experienced headteacher of a neighbouring school and with the agreement of the two governing bodies and the support of the local authority has been fulfilling the role of headteacher on a temporary part time basis since April 2001.

HOW GOOD THE SCHOOL IS

This is an improving school. There is very good leadership from the acting headteacher who has a strong commitment to continued improvement. She receives good support from staff and governors. The scale and rate of improvement are impeded by the temporary nature of the appointments which have been made as a result of the school being unable to appoint a permanent headteacher. Teaching and learning is good, particularly at Key Stage 1. The impact of the teaching is boosted by the pupils' eagerness to work hard. The school is very successful in developing very good attitudes in the pupils. The provision for children in the Foundation Stage is affected adversely by the limited space available in the temporary classroom. Standards are satisfactory by the time pupils leave school at the end of Year 6. Since the appointment of the acting headteacher, there has been very careful analysis and monitoring of pupils' performance to inform whole school planning with the intention of raising standards. Targets have been met well. The school provides satisfactory value for money.

What the school does well

- ◆ Very good leadership and management by the acting headteacher, supported well by the staff and governors.
- ◆ Pupils' very good personal development and the very good relationships within the school.
- ◆ The quality of teaching and learning at Key Stage 1.
- ◆ Provision for pupils' social development is very good.
- ◆ The very good monitoring and evaluation of the school's performance and plans for development.
- ◆ Links with neighbouring schools are very effective and beneficial.

What could be improved

- ◆ The staffing situation within the school.
- ◆ Standards achieved by more able pupils at Key Stage 2.

- ◆ Assessment procedures and their use to inform short term planning at Key Stage 2.
- ◆ Provision of homework, particularly for older pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement overall since the last inspection in April 1997 has been satisfactory. The school has made a good improvement since the appointment of the acting headteacher in April 2001. The rate and scope of improvements has been hindered by the temporary staffing situation within the school. Improvements have been made to the curriculum for children in the Foundation Stage within the restrictions of the space available. Teaching for the Foundation Stage and Key Stage 1 is now good. The curriculum is planned well over the long and medium term. Planning and schemes of work have been developed well using national guidance materials and have benefited from the expertise available through links with a neighbouring school. The monitoring of teaching has been developed well since the appointment of the acting headteacher. The role of staff in monitoring their subject areas has yet to be fully developed. There is a very strong commitment to improve the quality of education through a programme of review and development. The acting headteacher is keen to improve the partnership with parents and their involvement in the life of the school. The standards of teaching during the inspection represent a significant improvement since the last inspection in the Foundation Stage and at Key Stage 1 and this is reflected in the improved standards attained by pupils. The school has identified clear and realistic targets which have been met well. There are good foundations for the school to continue to build on its recent improvements once the staffing issues have been successfully addressed. This has understandably been a matter of concern for parents.

STANDARDS

As the number of pupils in Year 2 and Year 6 in 2001 was less than 10 it is not appropriate to compare the performance of pupils in the school with the performance of pupils nationally or with the performance of pupils in similar schools. The number in each year group varies considerably, also the number of pupils with special educational needs. In this small school this has a significant impact when comparing performance from year to year. In recent years the majority of pupils have attained levels expected nationally for pupils at the end of Year 2, with several attaining above those levels. Standards attained by the majority of pupils at the end of Year 6 have been similar to levels expected nationally but few pupils have achieved above this level.

Levels of attainment upon admission to the school are slightly below average. By the end of the Reception Year the children achieve well and the majority achieve the early learning goals in all areas of learning. During the inspection standards for the majority of pupils were good and above national expectations for pupils in Year 2 and satisfactory in Year 6 in English, mathematics and science. Standards are good and above national expectations in music. Standards are satisfactory and in line with national expectations, throughout the school, in all other subjects, including information and communication technology. Standards in religious education are satisfactory and meet the requirements of the locally agreed syllabus.

In the lessons observed achievement was good throughout the curriculum for the majority of pupils, including those pupils with special educational needs and gifted pupils. The scrutiny of pupils' work indicates that achievement is good for children in the Foundation Stage and for

pupils in Years 1 and 2. As a result of insufficient provision for the range of ages and attainment in the Years 3 to 6 class, particularly more able pupils, achievement is satisfactory overall. The school has set sensible targets to raise standards and results indicate these have been met well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They are very enthusiastic and work hard.
Behaviour, in and out of classrooms	Very good in lessons and at play. Behaviour is of a consistently high standard throughout the school. Pupils are friendly, tolerant and welcoming to each other. There have been no exclusions.
Personal development and relationships	Personal development and relationships are very good. A strong emphasis is placed on the personal development of individual pupils. There are good opportunities for pupils to develop independence and show initiative.
Attendance	Attendance is good. Pupils enjoy coming to school. They arrive on time and lessons start promptly.

All pupils, from the youngest to the oldest, are able to work independently on a task that they have been given. They have very good levels of concentration. Older pupils co-operate very well in activities that require them to work together. Pupils quickly settle to work. They help with many tasks around school. Pupils are encouraged to consider others through charitable work. Discussions with pupils do not indicate any adverse affects resulting from the current staffing situation.

TEACHING AND LEARNING

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

During the inspection all teaching at Key Stage 2 was by a short term temporary teacher due to the absence of the long term temporary teacher. Overall, teaching is good. It was good in the lessons seen in the Foundation Stage and at Key Stage 1. It was at least good and often very good in the lessons at Key Stage 2. Evidence from the scrutiny of pupils work at Key Stage 2 indicated that much of the previous teaching is only satisfactory due to insufficient provision for the wide range of ages and attainment within the class. This is particularly reflected in the work of more able pupils.

The pupils are eager to learn. They enjoy being challenged in their learning. Their good concentration and determination are important features and reflect their positive attitudes in response to the teaching. As a result, the pupils work hard and achieve well.

The teaching of basic skills in literacy and numeracy sessions is good. In other subjects there is good use of opportunities for teaching basic literacy and numeracy skills and information and communication technology. In the Reception Year, the activities are well planned and carefully prepared to match the needs of the children and successfully extend their learning. Teachers are alert to the particular needs of gifted pupils and pupils with special educational needs. These pupils are quickly identified and receive good support.

In lessons where the teaching was most effective, pupils made good and often very good progress in their learning, working purposefully and productively. In these lessons, there are high expectations of what the pupils can achieve. Pupils' skills are developed through well-structured tasks that build on earlier learning. Tasks are imaginative and carefully prepared. The purpose of the lessons is shared with pupils and reviewed at the end to demonstrate what they have learned.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory for children in the Foundation Stage and pupils at Key Stage 2. It is good for pupils at Key Stage 1. For the most part it is stimulating and provides varied learning experiences.
Provision for pupils with special educational needs	Provision is very good and this enables pupils to achieve well and make good progress. Effective support and good individual education plans guide teaching.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good. Pupils are very aware of their social responsibilities. They have good opportunities to develop their awareness of their own culture and of others. They have good opportunities to develop their moral values and understanding.
How well the school cares for its pupils	The school provides a caring environment. It has satisfactory procedures for the care and welfare of its pupils. Procedures for the monitoring of pupils' academic and personal progress are also satisfactory overall. The school is a friendly place where pupils feel safe and happy. The pupils are very well looked after.

The curriculum is very well planned for the long and medium term. The curriculum for the children in the Foundation Stage is well planned and organised to make best use of space and resources available but practical activities are restricted by the limited space available. At Key Stage 2 the scrutiny of work does not fully reflect the content of the long and medium term planning and there is insufficient attention to the range of ages and attainment. There is a satisfactory range of activities outside of lessons. The school has a good partnership with parents. Parents are welcomed in school. Parents receive good quality information from the school, including information about the staffing situation and the necessary temporary measures which have been taken.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher's very good leadership has played a key part in improving the school. She works with her staff to raise standards and shares her vision for change with staff, governors and parents. The acting headteacher and staff have implemented national strategies and improved their practice in most areas of the school's work. The quality of teaching and the curriculum have been improved. The school is successful in putting its aims and values into practice.
How well the governors	Governors show a strong commitment to supporting the school and

fulfil their responsibilities	new developments. The governors fulfil their statutory duties satisfactorily and have a good understanding of the school.
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The school's evaluation of its performance	The evaluation and analysis of the school's performance by the acting headteacher is very good and is used well to inform development plans to raise standards. The school is developing effective procedures for the monitoring and self-evaluation of its performance, including the monitoring of teaching.
The strategic use of resources	The school makes good use of its resources. The money available is used effectively to support the school's priorities in its improvement plan. Improvements to the accommodation are planned in the near future.

The leadership and management of the acting headteacher is a strength of the school. There is a shared commitment to continuous improvement and the school's aims and values are met well. The school has a good number of teaching staff, all of whom are on temporary contracts until the situation regarding the permanent headship is resolved. It makes very good use of their specialisms. Support staff are used very well and this helps pupils make very good progress in their personal development. The accommodation is unsatisfactory. The teaching space in the temporary classroom is limited and provides unsatisfactory accommodation for children in the Foundation Stage. The school is aware of this and has requested it be included in the local authority's planning. The school has a satisfactory range of resources to meet the requirements of the curriculum. The school makes good use of the funds available and ensures supplies and services offer good value. The principles of best value are effectively applied through the school's financial planning to ensure developments have a positive impact on pupils' attainments and improve the quality of education that the school provides.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ The high quality of leadership and management by the acting headteacher. ◆ The very good behaviour of pupils. ◆ The quality of the teaching. ◆ They find staff are very approachable. ◆ Their children like school. ◆ The care and attention shown by the school for the welfare of the pupils. 	<ul style="list-style-type: none"> ◆ The current staffing situation. ◆ Provision for more able pupils. ◆ Consistency in provision of homework. ◆ The range of activities outside lessons.

The responses to the questionnaire sent prior to the inspection and inspectors' discussions indicate a general satisfaction with the school. Inspectors' judgements support the positive views expressed by parents and carers. Parents support its aims and the values it promotes. Inspectors agree with parents' views on areas they would like to see improved with the exception of the range of activities outside of lessons. Inspectors' judgement is that the school provides a satisfactory range of activities outside of lessons, including lunchtime activities, visits to places of interest and residential visits for older pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In 2001 the number of pupils at both Year 2 and Year 6 was less than 10. It is not therefore appropriate to report national performance data for comparing the school's performance with national averages or with the performance of pupils in similar schools. Statistical data for small cohorts of pupils can be misleading. The small numbers of pupils has a significant impact on the attainment each year and makes trends from year to year an unreliable measure. This means that year by year comparisons and trends over time are unreliable measures.

2. In comparing the pupils' performance with previous results consideration is given to the impact of pupils with special educational needs in each year group, together with significant differences from year to year in the number of boys and girls. In this small school this has a significant effect on the whole school performance data. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the trend of standards throughout the school. Since 1999 the results of national tests indicate an overall improvement in the standards attained at the end of Year 2 at a rate significantly above that seen nationally in reading, writing and mathematics. This reflects the improvement in the planning of the curriculum and the quality of teaching from that seen at the time of the last inspection.

3. Until 1999 there was a significant downward trend in attainment at the end of Year 6, from the time of the last inspection and standards fell below the national average. Since 1999 there has been an improvement at a rate significantly above that seen nationally and standards are now close to the national average. This is in part a reflection of the action taken by the acting headteacher and of improvements to the planning of the curriculum. There is clear evidence to suggest that when the previous levels of attainment of these pupils are taken into account they made good progress in their learning. The wide variation in the numbers of boys and girls in each year group make any comparative analysis unreliable.

4. The previous inspection in April 1997 reported that standards of achievement overall were satisfactory and broadly in line with national expectations at the end of Year 2 and good and above national expectations at the end of Year 6 in English, mathematics and science. The standard attained by children in the Reception Year was judged to be unsatisfactory, except for their personal and social development which was judged to be satisfactory. Present inspection judgement is that the school has successfully raised standards for children in the Foundation Stage and for pupils at Key Stage 1 since the last inspection. At Key Stage 2 standards fell between 1997 and 1999. These reflected the small cohorts and the number of pupils identified as having special educational needs in the respective year groups. Although standards have improved since they have not improved as significantly as they have for the younger pupils in the school.

5. Most children on entry to the school have levels of attainment which are slightly below those expected for their age. Information from the baseline assessment administered in the first few weeks after they enter the school supports this judgement. Assessments indicate that standards vary significantly within year groups and from year to year. They make a good start and learning in the Reception Year is good. Consequently, by the end of the Reception Year, the children attain well and most achieve the early learning goals in all areas of learning. Their

good progress is helped by thorough planning, careful match of work to their needs and the very good contribution made by support staff. The quality of teaching has a significant impact on the progress made by the children.

6. Standards of attainment seen during the inspection for pupils in Year 2 in English, mathematics and science are good. The standards seen during the inspection are not significantly different to those attained in the National Curriculum assessments in recent years. In Year 6 standards are satisfactory but there are few pupils who are achieving above national expectations. In Year 2 and Year 6, the pupils attain standards in information and communication technology which are satisfactory and similar to those expected for their age. They are confident in the use of the computer for sending electronic mail and in the use of the computer to control a programmable toy. This is an improvement from the previous inspection when standards were judged to be unsatisfactory and below national expectations. This reflects the improved amount and range of resources, improved staff expertise and improvements to curriculum planning. In religious education standards achieved by most pupils are satisfactory and meet the requirements of the locally agreed syllabus at both key stages. Standards are good and above national expectations in music. Standards are satisfactory and in line with national expectations, throughout the school, in all other subjects.

7. These standards reflect the commitment of the acting headteacher, temporary staff and governors in their drive to further improve the quality of education provided and the improvements made to the curriculum throughout the school which was identified as an area for improvement in the last inspection report. The school has set clear and realistic targets for improvement which have been met well.

8. The standards in reading, writing and mathematics of the current Year 2 pupils are good. The school now has good information to enable it to assess pupils' progress and set targets for the future and uses it well to plan work for the differing abilities of pupils. For example, through more challenging work for higher attaining pupils. This helps ensure all pupils achieve well in relation to their previous attainment.

9. Pupils are given a good introduction to language and literacy and make good progress in their learning. By the end of Year 2 they are achieving higher levels than pupils in schools nationally as well as those in similar schools. This is an improvement on the previous inspection. In Year 2, most pupils show good levels of confidence in speaking and listening tasks. Pupils' attainment in reading is developing well. Handwriting skills develop well and this is reflected in the quality of presentation of written work. Younger pupils write simple words accurately, unaided and with appropriate letter formation. Older pupils write in sentences and a significant number are confident in their use of sentence structure full stops and capital letters.

10. Progress during Years 3 to 6 is not so good and pupils achieve standards that are satisfactory and broadly in line with schools nationally, but a smaller percentage than expected, in relation to their previous performance at the end of Year 2. In Year 6 pupils attain satisfactory standards in speaking and listening, reading and writing. Standards of presentation improve throughout the school. Pupils are able to write for a range of different audiences and purposes. Older pupils are able to write extended pieces of work, for example, about their topic work in history. Pupils have very good attitudes to their language work. They work well together when undertaking paired tasks, behave appropriately and concentrate on their work.

11. The assessment of work planned and undertaken in English in Key Stage 2 has not been used adequately to provide targets for individuals or groups to improve their work. As a

result more able pupils have not been sufficiently challenged. Good quality provision is made for pupils with special educational needs in both of the classes; they are supported well and make good progress.

12. In mathematics Year 2 pupils count forward and backwards mentally. They count simple fractions and appreciate that four quarters are the same as one whole. Numeracy skills are developing well. Most pupils have a good understanding of number facts to 20. In Year 6, most pupils attain satisfactory standards in their numeracy skills. They are confident in doing straightforward mental calculations and are developing strategies for quick recall, using their knowledge of number bonds to solve simple problems but have yet to develop confidence in applying their number skills to tackling problems and investigations. More able pupils do not receive the necessary challenge to achieve levels above national expectations. The higher attainers have good recall of two, five and ten times tables. By the end of Year 6 pupils have covered all areas of the mathematics curriculum they understand factors and the prime numbers and can use simple algebra. In shape, space and measure, they have good knowledge of the features of two and three-dimensional shapes.

13. In mathematics, learning is good at Key Stage 1 and satisfactory at Key Stage 2. This reflects the good use of assessment at Key Stage 1 to ensure appropriate challenge for the range of ages and ability in the class. A scrutiny of work at Key Stage 2 indicates that there has been insufficient use of assessment to inform planning to ensure appropriate challenge for the range of ages and ability and as a result more able pupils have not made the progress they should. Most pupils have good attitudes to mathematics. The pupils listen attentively and follow instructions well. This has a positive impact on levels of achievement and progress. Pupils with special educational needs receive good support and make good progress.

14. In science pupils develop a secure understanding of basic scientific concepts. Pupils in Year 2 explain that pushes and pulls are forces. They know what makes an experiment fair or not and that electricity is a source of energy. Pupils' scientific vocabulary and enquiry skills are developing well and they learn to record carefully what they have found out. Pupils can confidently explain their experiments to investigate how different materials can be classified into natural and man-made materials. Pupils learn about medicines as part of their topic on the body and how medicines must be used correctly. By the end of Year 6, pupils learn to predict and hypothesise. The majority of pupils understand the principles for constructing a simple electrical circuit using switches and can use this in investigating the conductivity of different materials. They learn about the importance of safety when working with electricity. Pupils know about life cycles, pollination and reproduction. They discuss how materials change from solids to liquids and to gases and understand that some of these changes are reversible and some are not. They understand the importance of healthy eating and how different foods contribute to a balanced diet. Observations and measurements are recorded in different ways. A limited range of written accounts, diagrams and graphs was seen in the scrutiny of work.

15. In science, learning is good at Key Stage 1 and satisfactory at Key Stage 2. Pupils have good attitudes; they particularly enjoy the practical investigations and make good progress in their standards of achievement and learning in science. Pupils acquire a sound knowledge and understanding and develop good investigative skills. Most pupils can confidently explain their experiments, using appropriate scientific vocabulary. At Key Stage 2, there is insufficient challenge for more able pupils. Learning of pupils with special educational needs is good throughout the school and they achieve good standards in relation to their prior attainment. They are supported well by all staff.

16. The pupils attain satisfactory standards in skills in information and communication technology. Opportunities are being developed for pupils to use these skills across the curriculum, such as when undertaking historical research and in learning about other religions and cultures in religious education. Pupils in Years 1 and 2 follow instructions to start a program and click on the mouse to operate games. Year 6 pupils are skilled at word processing. They write text on screen and successfully edit their work; their word processing skills are good. Pupils with special educational needs and talented pupils make satisfactory progress.

17. In terms of their capabilities children in the Foundation Stage and pupils at Key Stage 1 achieve well. At Key Stage 2 pupils achieve satisfactorily. From a study of pupils' past work there is little evidence of adequate provision for the range of age and ability in the class, particularly for more able pupils. All pupils on the special educational needs register have individual education plans which set clear targets for learning and monitoring and give dates for reviewing progress. These pupils receive well-targeted support and make good progress. Work is carefully matched to meet the needs of individual pupils. Pupils show interest in their work and persevere with tasks.

Pupils' attitudes, values and personal development

18. Pupils have very good attitudes to their work. This reflects a similar picture to that seen at the last inspection. Pupils come to school eager to learn and lessons and activities are approached with great enthusiasm. This has a positive effect upon their learning and creates a purposeful environment. Pupils respond well to challenging and stimulating questions and they often provide full and confident replies. For the most part pupils listen well to their teachers and each other and instructions are followed quickly and quietly. Pupils throughout the school work hard and maintain concentration throughout the school day. As pupils move through the school they develop good independent learning skills which they use well, for example, in research for topic work. Pupils work well in groups and alone when required. This was seen in a Foundation Stage mathematics' lesson where children worked well with a partner to investigate the weights of different teddy bears and quantities of beads. Pupils' work and achievements are valued and although space is limited the school displays examples of pupils' work attractively for others' appreciation.

19. Pupils' behaviour is very good; this has a beneficial effect upon their learning and upon the school community as a whole. Pupils behave consistently well in lessons, assemblies and at lunchtime. They understand the school's expectations well and they receive praise for good work and behaviour with pride. Pupils treat the resources and equipment they use in a sensible way and take care when tidying up at the end of lessons. There have been no exclusions in the past year. Appropriate procedures are in place should they be needed.

20. The relationships amongst all members of the school community are very good. Adults in school present good role models and pupils are treated with individual care and respect. In turn pupils are polite and helpful towards each other and to adults. There is a strong family atmosphere in lessons and at playtimes in particular pupils display a caring and thoughtful approach to each other and to younger pupils. Pupils' personal development is good. They are encouraged to act responsibly and to consider the needs of others. Older pupils have appreciated the introduction of specific classroom duties which they undertake in a sensible and mature way. Pupils are given some opportunities in lessons and assemblies to offer their opinions and ideas. For example, in a Key Stage 2 history lesson about Ancient Egypt where pupils were asked to offer their ideas about the purpose of the Shabti found at burial sites and they responded well.

21. Attendance rates are good and above the national average. Pupils arrive in good time and the school day begins promptly. Registration time is brief and efficient. Parents provide the school with good information about absences that are largely due to childhood illnesses. The good attendance levels and good punctuality in this rural school indicate the strong commitment that parents have to the school and their children's education, although there are a small number of pupils who are absent on holiday during term time; this has a detrimental effect upon the learning of these pupils.

HOW WELL ARE PUPILS TAUGHT?

22. Overall the quality of teaching is good. It is good in the Foundation Stage and at Key Stage 1. It is satisfactory overall at Key Stage 2. It was good in all lessons seen for children in the Foundation Stage and at Key Stage 1 apart from a music lesson which was satisfactory. At Key Stage 2 teaching was very good in almost two thirds of lessons seen and good in the remainder. The Key Stage 2 class was taught by a teacher who had not previously taught in the school before the inspection due to the absence of the long term temporary teacher of that class. All the teachers in the school at the time of the inspection were on temporary contracts.

23. There are differences in the quality of teaching between classes. It is good for children in the Foundation Stage and at Key Stage 1. This is a significant improvement to that seen during the last inspection. The teaching seen during the inspection at Key Stage 2 was at least good in all lessons and often very good. The scrutiny of pupils' past work indicated insufficient provision for the range of ages in the class and low expectations of the more able pupils. Overall therefore, teaching at Key Stage 2 was judged to be satisfactory.

24. Teachers' subject knowledge is secure and they feel confident in their ability to deliver the curriculum. The teaching by the short term temporary teacher in Years 3 to 6 showed particularly good knowledge and understanding in literacy and numeracy lessons and had a positive impact on pupils' learning. The teaching throughout the school has benefited from the liaison with a neighbouring school which through the contribution of the acting headteacher has enabled rapid improvements in curriculum planning for the long and medium term. This is reflected in the quality of teaching in the Foundation Stage and at Key Stage 1 where it makes a positive contribution to the standards attained and the quality of education provided. It was not possible to see planning and assessment materials at Key Stage 2 due to the absence of the long term temporary teacher.

25. In the very good lessons, the purpose of each lesson is shared with the pupils and reviewed at the end of the lesson. As a result, pupils are clear about what they have been learning and make good progress. The teachers and pupils get on well together and the pupils are very eager to learn.

26. The majority of lessons proceed at a good pace and a range of teaching strategies is used to good effect. In the Foundation Stage and Key Stage 1, the teachers' planning shows clear and appropriate learning objectives. There is very good liaison between the two part time teachers responsible for this class. Skilled questioning techniques ensure that all pupils are challenged and teachers monitor pupils' progress carefully during the lesson. For example, pupils in the Year 3, 4, 5 and 6 class enthusiastically responded to a literacy session to develop their understanding of how to describe a character in their writing, more able pupils were encouraged to develop descriptions using adjectival phrases.

27. Teaching of children in the Foundation Stage is good. There is detailed planning based on the six areas of learning and careful consideration has been given to planning for the transition into the National Curriculum. In lessons for children in the Foundation Stage and at Key Stage 1, there was good assessment and planning by the teachers and support assistants. All staff have very good relationships with the children and are calm in their approach. They are well organised, they encourage independence and initiative. Good teamwork and communications are a strength and promote good standards and progress. Relationships are very good and staff have a very caring approach to their teaching and support children well, contributing to the good learning.

28. The Foundation Stage staff effectively monitor the children's progress and use the results of assessment effectively to inform planning. Their knowledge of child development is good and contributes well to the planning of daily activities within the limited space available. Children are carefully introduced to a wide range of early learning experiences and are supported well. They are skilfully encouraged to develop their personal and social skills. The youngest children quickly settle to routines and show enthusiasm for learning. Children make good progress in all areas of learning. There are high expectations and children are helped to succeed by staff adjusting tasks and questions appropriately. The children work hard and make good progress.

29. The good teaching of the skills of literacy and numeracy has a positive impact on pupils' standards of attainment and progress. Teachers have good subject knowledge for teaching the basic skills of literacy and numeracy. Literacy and numeracy lessons in each class address the appropriate parts of the national strategies. This supports the good development of pupils' numeracy and literacy skills throughout the school. Planning follows the framework for teaching these subjects. Literacy and numeracy skills are applied in other areas of work to reinforce pupils' understanding.

30. Very good opportunities are provided in most work for pupils' speaking and listening skills, particularly at Key Stage 1, and this also contributes well to their very good personal development. Introductions to lessons usually include questions, explanations and demonstrations. Pupils' suggestions are carefully considered and they are encouraged to share their ideas. They make good progress, developing confidence and increasing fluency during class or group discussions. Reading and writing are reinforced in other work, for example, in their work in history older pupils at Key Stage 2 produce good, extended writing on civilisation in Ancient Egypt following use of information and communication technology to research and gather information. Pupils have good opportunities to use reference books to develop effective and efficient skills in reading for information both within the school and during their regular visits to the local library.

31. The teachers have a good understanding of mathematics. There is good teaching of mental arithmetic. The teachers correctly emphasise the quick and accurate recall of number facts. In the lessons seen, teachers effectively communicated their high expectations of the pupils, including those with special educational needs. As a result pupils achieved well and produced good quality work. The pupils learn and use mathematical language in other subjects as well as in mathematics, for example, when recording their findings in science.

32. In science, teaching was good in the lessons seen. Teachers were well organised and scientific concepts developed through practical activities, for example, in Years 3, 4, 5 and 6, through the development of an electrical circuit and the use of different materials to place a switch in the circuit. In this lesson the teacher made good use of her time to challenge and extend pupils' thinking and to develop their understanding of the principles involved. Very good attention was paid to safety when working with electricity. There are good links with other

subject areas, for example, during the work on forces pupils use their scientific knowledge in designing and building moving models in design and technology.

33. In the other subjects the teaching seen was never less than good apart from a music lesson for younger children where the teaching was less effective because pupils' attention waned as the lesson progressed. The quality of teaching of pupils with special educational needs is good. Individual education plans for pupils identified as having special educational needs are good. They set realistic and measurable targets and state how they should be achieved with reports to record the outcomes. The monitoring and assessment of targets set is good. Plans are reviewed regularly and targets adjusted to ensure that pupils achieve success and continue to make appropriate progress. Class teachers and support assistants have very positive approaches to pupils with special educational needs who are integrated well with their peers. They are given activities that enable them to succeed in their learning and they make good progress. The class teachers ensure that the work being done meets the targets identified in individual education plans. Pupils with special educational needs are well supported in the classroom. Support assistants work very effectively under the direction of the class teachers. Provision for gifted pupils is good in the Foundation Stage and at Key Stage 1. It is unsatisfactory at Key Stage 2 where there is insufficient challenge in the work set to extend more able pupils.

34. Strategies for day-to-day assessment and regular monitoring and recording of pupils' progress are good. There was good evidence of the consistent use of assessment to inform planning for the younger pupils by the two part time teachers. It was not possible to see the ongoing assessment records for older pupils due to staff absence. The scrutiny of pupils' work suggests that there is less consistency in assessment for older pupils. Systems for monitoring and evaluating teaching, which also involve members of the governing body, have been established. There is a shared commitment to further raising the quality of education and standards achieved by pupils.

35. Pupils' work is marked regularly and use is made of good, constructive comments, particularly for younger pupils, giving pupils guidance on ways in which they can improve their work. Marking for older pupils does not always clearly identify learning targets to inform pupils how well they are doing and what expectations they should have. The teachers use praise and encouragement effectively during lessons to motivate and enthuse the pupils. Pupils are encouraged to take reading books home and work is given across a range of areas. This has not always been consistent. There have been limited opportunities to develop independent learning skills through research and work has not been sufficiently well linked with work in school. There is no home school diary or homework book to enable parents to have a clear understanding of what their child is expected to do.

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

36. The weaknesses identified in the previous inspection report have been addressed well, in most cases by the acting headteacher, governors and temporary staff over the past two terms. The planning of the curriculum for the whole school has been improved and ensures continuity and progression of content and skills. The school follows national guidance and sensibly adapted this to meet the school's needs. This is more apparent in Key Stage 1 than in Key Stage 2 where the adaptation of the schemes for a class covering four age groups has been less reflective of the needs of pupils with a wide range of prior attainment. The staff have received, and continue to receive, good professional support and this has a positive impact on

standards especially in English and mathematics. By making good use of the links with the partner school through the acting headteacher the provision for physical education has been improved. Schemes have been devised to improve assessment, to develop planning and target setting and where these have been followed, as in Key Stage 1, there has been an improvement in planning and in standards. Their use in Key Stage 2 has been less consistent and improvements are not so evident.

37. All the subjects of the National Curriculum and religious education are provided with an appropriate proportion of the time available for teaching. Provision is also made for health and sex education as well as for education in drugs' awareness. There is a satisfactory range of voluntary after school or lunchtime activities to broaden the curriculum.

38. The curriculum provided for the children in the Foundation Stage is satisfactory overall. The cramped conditions of the mobile classroom narrow the range of activities that can be made available at any one time, but the staff plan the learning opportunities carefully during the week so that this does not deprive the children of opportunities overall.

39. The lessons throughout the school are supplemented by a good range of educational visits made by the pupils and by interesting visitors to the school, such as a storyteller. The curriculum is further enriched by the clubs and sports opportunities provided by teachers and parent and governor volunteers outside normal school hours. A puppet making club is held in association with the partner school.

40. The programme of individual education provided for the pupils with special educational needs, and the well managed and well devised sensitive support for these pupils ensure that they make good progress and achieve generally satisfactory levels of attainment. There are good arrangements for the involvement of parents and the carefully devised individual education plans are well done. The pupils' individual educational plans are used by class teachers and support staff to ensure that the work provided for pupils with special educational needs meets their requirements. This is an improvement on the previous inspection.

41. Both the National Literacy and Numeracy Strategies have been intelligently adopted and adapted to meet the needs of the pupils in this small school with a wide age range of pupils in each class. In each case the adoption of the strategy and the in-service training the staff undertake, has resulted in improvements in teaching and the standards of pupils' work. The Key Stage 1 teachers have developed this further by informal joint planning with the staff of the partner school.

42. All the lessons and activities are available to all the pupils in the school. Until the planned refurbishment is completed the school cannot be wholly inclusive, as access would not be possible throughout the school to any pupil confined to a wheelchair.

43. Through its curriculum planning and support for pupils the school makes good provision for the pupils' personal, social and health education. The school is an important focus for village life; it provides support for community ventures such as the Christmas play and carol concerts and the harvest festival associated with the churches, local hospital and the village hall. The friends of the school provide generous support to the school for books and other resources. The older ex-pupils of the school recalled their days there to support the history lessons, bringing the past to life for the pupils.

44. The very good relationships, which have been built up with the partner school as a result of sharing the headteacher, have been of benefit to both schools, sharing ideas with colleagues has enlivened the teaching. There are also good relations with the cluster of small

schools and with the high school to which most of the pupils transfer. This has led to support with curriculum subjects, such as physical education. Links with the playgroup in the school premises are good and there are plans to strengthen them. This is intended to lead to sharing ideas, resources and planning to make the children's experiences richer and more closely related to the early learning goals.

45. The school's provision for spiritual, moral, social and cultural development is good overall. The provision for social development is very good. The pupils are encouraged to take responsibility within the community of the school, to help each other and to make the school a good place to be in. They support one another with praise in class and in more practical ways about the school and at playtime. The pupils learn very well the difference between right and wrong and how to make judgements about what they ought to do. The staff take time to explain and discuss why some behaviours are acceptable and others are not. Pupils use this in talking things over with one another. They develop an acute sense of what is right and wrong and a clear understanding of fairness in personal relationships and behaviour. Spiritual development is satisfactorily supported by regular acts of collective worship. The provision for cultural development is now good and has improved since the previous inspection. More is done to introduce the pupils to their own culture and to the culture of other groups of people to be found in Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school has good arrangements for the care and protection of its pupils. In this small school the pupils are all very well known and well supported by the very good relationships that exist throughout the school. Health and safety procedures are good and these benefit from the involvement of the governing body and a good quality comprehensive policy. Pupils are encouraged to be aware of their own safety and to act responsibly. For example, pupils respond excellently to the expectations of their teachers with regard to safety when travelling by bus to swimming lessons. Child protection procedures are good. There is always a suitably trained member of staff in school.

47. The procedures for monitoring and supporting pupils' personal development are satisfactory. There are no formal systems for recording pupils' personal development but all are well known. Pupils are set good targets for personal improvement and these are shared with parents through the annual written report. Parents feel that the support for pupils' personal development has improved significantly during the last few months and that older pupils in particular feel more secure and confident when at school.

48. The procedures for monitoring and supporting pupils' academic progress are satisfactory. There are satisfactory procedures for assessing pupils attainment overall. In the Foundation Stage and Key Stage 1 a good range of day-to-day assessments and tests provide teachers with good information about each child. This information is used very well to match work well to each individual's needs, to identify difficulties and set targets for improvement. At Key Stage 2 day-to-day assessment is limited and the information gained from other tests and assessments is not used sufficiently to identify the range of differing levels of attainment, to match work closely to the needs of the individual and in particular to provide sufficient challenge for more able pupils. In the school as a whole assessment information has been analysed carefully and used very well to inform the planning of the curriculum as a whole and to identify areas of priority. The acting headteacher has made very effective use of assessment information to identify and assess pupils with special educational needs and to

provide each of these pupils with effective individual education plans. This has had a direct impact on the raising of standards for these pupils.

49. The procedures for monitoring and promoting good behaviour are good. There is an effective system of rewards and sanctions and the school rules include reference to safety and respect for others. Teachers are consistent in the use of praise and they provide clear messages about unacceptable behaviour should any occur. Pupils understand the school's expectations and rules well.

50. The procedures for monitoring and improving attendance are good. Attendance is closely monitored and the administrative arrangements are efficient. The school meets the statutory requirements with regard to the publishing of attendance figures and in the registration of pupils each day.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The parents' views of the school are good. Parents are supportive of the school and they are especially pleased with the happiness of their children and the many recent improvements that have taken place. In particular they feel that the leadership and management are very good and that the school and staff are very approachable. Parents feel that the school promotes good attitudes and values, that the behaviour is good and that the schools has high expectations of their children. Some parents feel that the quality of the homework provided is inconsistent and that they do not always understand what is required. There are some understandable concerns about the staffing arrangements in the school and the provision for more able pupils. A small number of parents feel that the range of activities outside lessons is insufficient. The inspection findings support all the very positive views of parents. They find that homework is not always provided consistently and does not always reflect the needs of the individual child, for example, in Key Stage 2, pupils feel that the spellings they are asked to learn are often too easy. The range of activities provided outside lessons is satisfactory, including various lunchtime activities and visits to places of interest to support learning.

52. The effectiveness of the school's links with parents is good. Parents are welcomed into school and are becoming increasingly involved in the life of the school and their children's education. The relationships between the staff and parents are good and all in school are readily available at the start and finish of each day should parents wish to talk to them. The school is keen to develop its partnership with parents and to provide them with increased opportunities to gain insight into the work their children do in order to allow parents to provide better support at home.

53. The impact of parents' involvement on the work of the school is good. A small number of parents are able to offer to help in school and with school trips. The Parents' Association provides strong support for the school. They hold a variety of fund-raising events that are well attended. Funds raised provide the school with welcome additional resources and financial support for school visits to enhance the curriculum.

54. The quality of the information provided for parents is good. The school brochure and governors' report provide useful information and newsletters keep parents well informed about the life of the school. In the Foundation Stage and Key Stage 1 good information is provided about the topics to be covered and there are good booklets about different aspects of the curriculum to provide parents with guidance for helping at home. This provision has not yet been extended to Key Stage 2. Curriculum workshops and information events for parents have

been held in the past but staffing uncertainties have caused these to lapse. Information about pupils' work and progress is provided in written reports and with consultation events. The quality of some written reports has been adversely affected by staffing changes and the lack of sufficiently detailed formal records. The information that is given is good, they clearly show that teachers have developed a good knowledge of their pupils and this is reflected in the detailed written comments for core subjects. Pupils' talents and areas of difficulty are identified and clear targets for improvement are given. The information about the other subjects of the curriculum is brief and general.

55. The contribution that parents make to their children's learning at home and at school is satisfactory. The school is working hard to improve the involvement of parents in their children's learning. Homework is generally well supported, but parents' support for homework is hampered by inconsistent provision and a lack of sufficiently clear information about expectations and requirements, particularly at Key Stage 2. Reading record books are generally well supported by parents throughout the school. Otherwise there is no facility for parents to record their involvement in their children's homework. Parents have expressed a wish to support their children's learning at home in a better way. The commitment of parents to the school and their children's education is evident in the good levels of attendance.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The previous headteacher resigned in March 2001. Following national advertisements no suitable candidates were identified for the headship. In consultation with the local authority the governing body agreed to a temporary arrangement for one term whereby in April 2001 the headship duties were assumed part time by the head of a neighbouring school with the agreement of her governing body. Following further advertisement the situation remained with no suitable candidates forthcoming. The temporary arrangements were therefore extended and remain in place at the time of the inspection. Following these arrangements the school made temporary appointments of class teachers. The school has benefited from the appointment of the acting headteacher through curriculum development work, joint in service training, joint activities, including a residential visit, and in the week of the inspection the use of an experienced teacher to cover the absence of the long term temporary teacher for the Key Stage 2 class. As a result of these factors and the commitment of the temporary staff appointed the school has managed to respond well to the issues raised in the previous inspection.

57. The acting headteacher together with the temporary teaching staff have analysed pupils' work and improved planning. This has ensured a clear educational direction for the school. It has a good capacity to further improve standards and continues to monitor and evaluate its performance to plan effectively for further improvement. The school benefits from the high level of commitment of the staff and governors. The school has developed good plans and clear and realistic targets which have been met well.

58. The leadership of the acting headteacher is very good. In the short time she has been in post she has gained the confidence of the school community. She has a clear sense of educational direction and has identified a range of appropriate strategies to manage change. She delegates effectively to her colleagues. She has carried out her role very well and has provided an important link in the communication chain by ensuring staff and governors understand the implications of changes. She has ensured a clear development in the curriculum provision and made a significant impact on raising standards. The acting headteacher receives good support from her colleagues, governors and parents.

Communication between staff and parents is generally good and the acting headteacher provides very good information about the activities of the school.

59. The quality of the work of the governing body, many of whom have been appointed within the last two years, is good. Statutory requirements are met. Governors have carried out their responsibilities conscientiously, for example, they sought appropriate advice and considered a range of possibilities before putting in place the current temporary staffing arrangements and are very aware of the need to reach a permanent arrangement to enable the school to move forward with a period of stability. The governors are very clear about the aims of the school. Governors know their school well and greatly value the advantages of their small community. They are very aware of the concerns of parents over the situation which the school has faced in the last year and have sought to ensure that parents have been kept as fully informed as possible at all times.

60. The governors fulfil their statutory responsibilities well and take an active part in school life in areas such as health and safety, the provision for pupils with special educational needs and financial decision making. They meet regularly and there is an appropriate structure of committees. They have been involved appropriately in supporting the introduction and management of the National Literacy and Numeracy Strategies.

61. The acting headteacher has introduced an effective system for monitoring teaching. She has produced well written outlines of this monitoring identifying clearly the strengths and weaknesses observed. Teachers appreciate this clarity. There are well-organised systems to monitor both planning and pupils' work. For example, on assuming her duties in April 2001 the acting headteacher together with the temporary staff undertook a very careful analysis of pupils' attainment. This identified several areas for improvement to ensure continuity and progression through the curriculum, targeting the work of more able pupils at Key Stage 2 and ensuring equality of opportunity for all, as a bias was identified in favour of girls at Key Stage 2. Much of this has been achieved in the course of this school year. There is now equality of opportunity and long and medium term planning have been improved to ensure balanced coverage of the curriculum. The need to raise expectations of more able pupils at Key Stage 2 remains to be satisfactorily addressed.

62. Behaviour and discipline are managed well and staff have a consistent approach which is supportive of pupils. Discussions with pupils show this is very much appreciated by the pupils and is reflected in growing self-confidence and personal development which was acknowledged by parents at the meeting with inspectors before the inspection.

63. The school's provision for equality of opportunity and for pupils with special educational needs is well managed. The special educational needs governor has a very good understanding of their role and is involved closely with the practicalities of the work of the school. Policies are comprehensive and meet the Code of Practice. Good quality additional support is provided for those pupils with special educational needs to ensure that they make good progress. Governors report to parents about the success of the special educational needs policy and give details of the allocation of funding to support these pupils.

64. The management of the provision for children in the Foundation Stage is good. Support staff are managed effectively to provide maximum support and as a result children make good progress in the appropriate areas of learning. The admission process is managed well and helps the children to settle quickly into school. The teacher and support assistant carefully organise the curriculum to meet the children's needs within the limited space available.

65. Teachers and governors were closely involved in the production of the school improvement plan working with the acting headteacher. It was sensibly agreed to produce an outline plan to enable the school to move forward until permanent arrangements had been made over staffing. The plan contains all key information, including costings of finance and time, ways of measuring success and key personnel involved. The acting headteacher has produced a supplementary outline of initiatives that gives more detail of current initiatives than were included in the main plan. The format provides for a clear understanding of the main priorities to emerge.

66. The staff have completed an audit of all curriculum areas and discussed the changes required to ensure full coverage of the National Curriculum programmes of study for all pupils within the two mixed age classes. The school has developed good planning for the development of subjects over the long and medium term. Good policies are in place for all curriculum areas.

67. Parents are very supportive of the aims of the school. The aims cover both personal and academic development and clearly set the work of the school within the community it serves. There is a good range of policies that are clearly presented. These policies are clearly reflected in the day-to-day practice of all staff. For example, the good quality behaviour policy is carried out consistently. The school is well supported by parents and other adult helpers, all of whom are used efficiently.

68. The school has a very positive ethos, despite the recent changes of staff. All staff work hard to improve the quality of the provision for the pupils. For example, the two part time teachers of the younger children give freely of their time to ensure their joint responsibility is fulfilled well. The combination of the very good management and the hard work of all staff combine to produce the positive ethos.

69. The teachers are suitably qualified and experienced to teach all the subjects of the National Curriculum and religious education. The balance of experience across the staff is good. Job descriptions reflect the current roles and responsibilities across subjects of the curriculum. Appropriate responsibilities are allocated for all staff and complement those of the acting headteacher very effectively. There are very good, well trained support staff who work alongside teachers having a positive impact on pupils' learning.

70. Arrangements for the professional development of staff are good and have benefited from links with a neighbouring school. All teachers have undertaken recent training to extend their expertise. Support staff attend training where appropriate. Teachers work well with the support staff in updating their expertise. For example, expertise in information and communication technology is developed effectively for the support staff due to careful explanations on using different programs. All staff new to the school are given clear guidance of the school's procedures. For example, the teacher in the Key Stage 2 class who commenced her duties at the start of the inspection due to the absence of the long term temporary teacher had been very well briefed and received very good support and guidance from the acting headteacher and was able to follow the school's systems effectively due to this guidance.

71. The quality of the accommodation is unsatisfactory. It is kept very clean. Standards of display are very good throughout the building with all spaces used effectively. The main classroom is of an adequate size and there is an adequate amount of storage space in different areas of the school. The temporary classroom provides limited space and facilities which restricts the activities of children in the Foundation Stage. Space for physical education

is limited; this has been overcome in part by the use of facilities at a neighbouring school. Outdoor provision is good. There is good storage for play apparatus, which is conveniently placed. The playground is of a reasonable size and surrounded by large and attractive grassed areas which have been enhanced through the provision of play equipment. There are good plans to improve the accommodation for staff and administration which will enable better use to be made of the existing library area.

72. The number and quality of resources, including books, materials, computers and other equipment are satisfactory. Equipment for the Foundation Stage is satisfactory. The range of books is to be audited by the local library service to ensure that the pupils have a good range of literature available to them. Many of the reading scheme books and library books are in need of replacement. The stock of books is supplemented by loan collections covering particular topics being studied, which contribute effectively to the good progress in literacy and research skills in other subjects. The provision of resources to teach the National Literacy and Numeracy Strategies is satisfactory and is well deployed to support teaching and learning.

73. All resources are readily available and the pupils are taught to find what they need and to handle the equipment with care. The school is well equipped to teach information and communication technology. Good use is made of the local environment to enrich pupils' understanding in many areas of the curriculum. Visits are frequently included as an effective resource for learning and contribute well to standards achieved.

74. The school's financial planning processes are good. Financial and other resources are very carefully allocated in relation to the targets identified in the school's development plan and in the documentation for different bids and initiatives. The acting headteacher is working closely with the governing body to plan ahead and to project financial forecasts beyond the current year. The budget is regularly monitored and much care is taken to ensure that the school's expenditure is giving good value for money.

75. All additional funds are used well to enhance the provision for pupils. Funds for special educational needs are used appropriately. Additional funds are raised by the Parents' Association which are spent well on equipment, computers and building improvements. Grants are used appropriately. The school is fully aware of the need to ensure a balanced budget with an appropriate amount set for contingencies.

76. Private school funds are properly audited each year and approved by the governors. Financial control and school administration is very good. The school secretary manages the school office and related matters efficiently and very effectively. She offers very good support to the school, staff, governors and visitors.

77. The acting headteacher gives good support to the staff in a practical way and is responsible for several new initiatives. The support staff are very effectively deployed and supervised. The use of resources to complement learning is good. Computers are used effectively in all classes. The use of accommodation is satisfactory.

78. Children enter the school with attainment slightly below that expected for their age. The cost of educating the pupils is above average. In view of the pupils' attainment on admission, standards achieved, the positive leadership and management, effective use of all resources and improvements since the last inspection the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors' action plan will set out how the areas for improvement identified during the inspection are to be addressed.

In order to build on the school's many strengths and the quality of education provided and to further raise standards, the governing body, headteacher and staff should:

◆ Agree a permanent and effective staffing structure for the school by:

- *reaching agreement on the headship of the school;*
- *seeking to make permanent appointments of teaching staff;*
- *ensuring appropriate teaching and administrative support to complement decisions reached on the headship of the school;*

(paragraphs 22, 51, 56 and 59)

◆ Raise the standards of achievement for more able pupils at Key Stage 2 by:

- *ensuring work is adapted for all pupils in the mixed age classes, taking account of their different prior attainment;*
- *raising expectations of what pupils can achieve and their productivity;*
- *providing activities which reflect the needs of pupils of different prior attainment with particular attention to the needs of more able pupils to help them to achieve the higher National Curriculum levels;*
- *monitoring and evaluating standards of pupils' work and compare these with pupils' achievement in English and mathematics;*

(paragraphs 4, 6, 12, 15, 23, 36, 61, 97, 105 and 112)

◆ Improve the use of assessment to inform planning and teaching by:

- *ensuring there is consistent use of assessment across the school;*
- *developing strategies for day-to-day assessment;*
- *implementing procedures to effectively assess individual pupils' progress;*
- *using the results of these assessments to identify the different needs of individual pupils;*
- *improving the use of assessment to inform planning for future learning;*
- *developing portfolios of pupils' work to inform assessment;*

(paragraphs 11, 34, 48, 101 and 115)

◆ Develop a consistent policy and practice regarding homework by:

- *reviewing existing practices;*
- *consulting parents on their views;*
- *communicating to parents a clear agreed policy;*
- *ensuring the agreed policy is understood and consistently implemented by all staff;*
- *improving the information between home and school so that all parents understand what is expected of their child.*

(paragraphs 35, 51 and 55)

The following less important area for improvement should be considered for inclusion in the action plan. This is indicated in paragraphs 45 and 169:

- ◆ Provision for pupils' spiritual development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	14	1	0	0	0
Percentage	0	25	70	5	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	34
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	8

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.6

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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	1	8	9

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	1	4	5

As the number in each year group in 2001 was 10 or less it is not a requirement to publish the schools National Curriculum test 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	34
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)	2.5
Number of pupils per qualified teacher	14
Average class size	17

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	43

Financial information

Financial year	2000/01
	£
Total income	126,760
Total expenditure	119,322
Expenditure per pupil	3,314
Balance brought forward from previous year	Not available
Balance carried forward to next year	7,438

Recruitment of teachers

Number of teachers who left the school during the last two years	2.0
Number of teachers appointed to the school during the last two years	1.9

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.9
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	34
Number of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	50	0	4	0
My child is making good progress in school.	36	42	12	8	4
Behaviour in the school is good.	46	42	4	8	0
My child gets the right amount of work to do at home.	27	38	23	8	4
The teaching is good.	38	42	8	8	4
I am kept well informed about how my child is getting on.	27	53	8	12	0
I would feel comfortable about approaching the school with questions or a problem.	58	34	0	8	0
The school expects my child to work hard and achieve his or her best.	42	54	4	0	0
The school works closely with parents.	35	35	18	8	4
The school is well led and managed.	46	27	15	8	4
The school is helping my child become mature and responsible.	38	38	12	4	8
The school provides an interesting range of activities outside lessons.	8	50	19	12	12

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

79. Children enter the school in the September or January before they reach the age of five. Though there are considerable individual variations standards of attainment measured soon after they join the school are slightly below the national average. They are educated in a small class whose pupils range from four to 7 years of age in a classroom which is cramped and without ready access to outdoor play. The school is very conscious of these defects and is actively setting about rectifying those it can deal with and has been seeking to improve the provision. In spite of the limitations the children make good progress and achieve levels in line with the nationally expected Early Learning Goals in all areas of learning by the end of the Foundation Stage and are ready to undertake the National Curriculum.

80. The quality of teaching in all areas of learning in the Foundation Stage is good. The two teachers who share the class plan the work well, meeting the needs of the majority of the pupils who undertake the National Curriculum and the smaller number of those in the Foundation Stage well, they successfully take account of individual differences. There is a good level of co-operation and understanding between the support staff and the teachers so that the children receive a coherent and consistent programme of creative play and study. This enables them to make good progress in achieving the required goals. The complexities of a mixed age class are managed well. All the children receive the education they need to achieve their potential. The successful teaching in this Foundation Stage of education delivers the well planned and recently devised curriculum effectively and contributes significantly to the good progress made by all the children in this class.

Personal, social and emotional development

81. The children, almost all of who have been to a playgroup or nursery, quickly settle into the welcoming atmosphere of the classroom and learn quickly. The staff provide a range of stimulating experiences which maintain the children's enthusiasm for finding out and experimenting. Children learn to concentrate, both when listening to stories and when undertaking work for themselves. They begin to work co-operatively with one another and with the staff, learning also to express themselves clearly, making their wishes and feelings known appropriately. They develop in self-confidence and independence, building up good quality relationships with teachers and fellow children in the class. The good progress in this area of learning is enhanced by the careful planning and management of the work and play of this mixed aged class. The younger children have the example of the older ones to follow, while the older pupils learn well how to be helpful and considerate to the young ones.

82. The quality of teaching in this area is good because there is good provision of stimulating activities which interest children and enables them to play together in a social setting. Children have good support from the classroom assistant. Their ideas are sensitively encouraged during an appropriate range of activities. This is clearly reflected in their developing self-confidence.

Communication, language and literacy

83. When they first come to school some of the youngest children have some speech difficulty with some sounds when speaking and need help in developing their conversational skills. They make good progress as a result of the careful and continuous help they receive

from the teachers and support staff. They join in with the older pupils in listening to stories and other pieces of writing and in talking about them. They make good observations about what they have heard and develop the ability to identify and talk about characters and events. They enjoy poems and songs and begin to recognise words, matching sounds to letters and identifying them in books. They read and write simple words putting them together into short sentences about their own experiences or about the stories they have heard. This often follows imaginary play in the area of the classroom set aside for it, or in the miniature puppet theatre, using dolls such as the three different sized bears for the story of Goldilocks. They learn to hold pencils properly and to make correctly formed or recognisable letters as they develop their writing and drawing skills.

84. The quality of teaching of language and literacy is good. The teacher and classroom assistant effectively encourage children to participate in discussions and engage successfully in conversations that help to develop skills in speaking and listening. They ensure that all writing activities provide good challenge for all children.

Mathematical development

85. The children develop their number recognition, use number rhymes and songs and count correctly up to 10 and beyond. They match numbers to groups of objects and learn to add together two groups of objects, with their numbers. While they play they recognise 'more than' and 'less than' and they deal with adding one on, or taking one off a given number in both formal and play situations. They recognise simple shapes and name them correctly, such as round or square, and quantities that are bigger and smaller, using these words when discussing how to carry out practical activities or sorting materials. They are introduced to elements of the numeracy strategy and then develop their understanding of those ideas at their own level with the teacher or classroom assistant. They share their discoveries with the rest of the class in the summing up sessions. They are provided with a good range of mathematical games and number equipment to stimulate their mathematical thinking and they make good use of them, often working independently.

86. Teaching is good, the teacher and teaching assistant plan and organise interesting whole class and group activities, such as creating currant buns linking to the rhymes using play dough. They make good use of resources such as teddy bears to encourage children to participate, and as a result most develop good levels of confidence and enjoy the activities. Children are encouraged to recognise and use mathematical and positional language confidently, for example, words like 'bigger', 'smaller', 'above', 'below' and 'behind'.

Knowledge and understanding of the world

87. Children make good progress overall and discover the qualities of different substances, such as a variety of forms of sugar. Investigative work is often linked to creative activities, for example, a pile of sugar blocks with granulated, caster and icing sugar piles becomes an Arctic landscape before it dissolves in the water around it. Children recognise similarities and differences in substances and patterns, linking this to numbers and letters and are curious about how living things change over time. They make good use of a range of building and construction toys to experiment with making objects. Soon after they arrive they are introduced to information and communication technology, for example, they competently use reading, sound recognition and number programs for learning on the computers and listen to taped stories for themselves. They discuss events in their own lives clearly differentiating between the past, the distant past and the present and future. They express interest in their surroundings and in distant places.

88. The quality of teaching is good. The teacher and classroom assistant provide a good range of opportunities for children to explore the environment outside their classroom. Children are encouraged to select resources and use tools safely. They are well supported by skilful adult intervention. The staff who provide them with opportunities to experiment with water, sand and other interesting materials stimulate the children's natural curiosity about the world around them. This is one of the areas where the lack of space makes for difficulties, so that the pupils' access to this sort of exploring activity has to be more tightly planned and limited than is generally desirable.

Physical development

89. The children make good progress in developing their physical skills; good use is made of the limited opportunities that are available in the school and the more extensive facilities available in the school with which they are linked. More use is made of the outdoor area for play and other learning in warm weather with the children when the weather is good than in the winter, and when the planned reordering of the playground and its fencing is completed outdoor play with larger and wheeled equipment is planned to be more readily available. The children move with confidence and good control, jumping, running and balancing effectively. They handle small tools and writing and painting equipment with growing ease and assurance, in some cases from a low level of competence and lack of previous experience. Progress, in, for example, colouring inside printed lines, is rapid once the skill is introduced. They quickly learn to stick different materials and develop a skill with scissors, gradually learning how to cut round shapes with some accuracy.

90. The quality of teaching is good. Children are given regular opportunities to practice skills, such as cutting and manipulating materials, such as play dough. Opportunities are given each week for children to have physical exercise and to practise moving to music. Teachers provide exciting outdoor play activities as weather permits.

Creative development

91. Children meet the early learning goals in their creative development. Children's physical skills are used effectively for creative activities, in making collages and constructions from junk materials, paintings and drawings. They explore colour adventurously, as in a large picture created by the whole class. They sing songs tunefully from memory, both in collective worship and in the classrooms, and join in music making with the whole class, keeping time with percussion instruments. They recognise tunes and move to known rhythms well. They discuss their creations with a growing vocabulary of proper terms, learning how to express themselves effectively in a number of different ways. There is appropriate opportunity for role-play in an activity area where themes are changed on a regular basis to enable children to exercise their imagination.

92. The quality of teaching is good. The teacher and classroom assistant encourage the children to express their feelings. They make good use of opportunities to develop children's use of language through discussions and questions to incorporate their ideas in the activities. A suitable range of materials is provided to develop the children's learning. Good use is made of all classroom helpers.

ENGLISH

93. Pupils arrive in the school with levels of attainment in language and literacy which are slightly below that expected nationally of children aged four. They make good progress in all aspects of English, so that by the end of Year 2 they are achieving higher levels than pupils in schools nationally as well as those in similar schools. This is an improvement on the previous inspection. Progress during Key Stage 2 is not so good and pupils achieve standards that are satisfactory and broadly in line with schools nationally. By the end of Year 6, fewer pupils than expected, in relation to their prior performance at the end of Year 2, achieve the higher levels. This indicates a decline in standards since the previous inspection. The number of pupils in each year group is small, so that statistical comparisons with the results of other schools need to be treated with caution, but the current inspection clearly identifies the difference in progress and achievement between the two key stages.

94. Good progress is made in speaking and listening in Key Stage 1, as a result of the close attention paid by both the teaching and support staff to ensuring that the pupils listen carefully and sound out words clearly. The pupils join in conversations in class, making accurate observations conveying what they need to say, clearly and with a widening vocabulary so that by the time they are 7 they are confidently articulate in a good range of situations. Progress in this aspect of English continues through Key Stage 2, but at a slower rate. By the age of 11, after overcoming an initial diffidence, the majority can speak thoughtfully, fluently and expressively for a variety of purposes with a broadening vocabulary and interesting expressions to hold the hearer's attention.

95. Pupils' achievement in reading follows a similar pattern. Good attention is paid to the pupils' progress in reading both during the regular literacy hours and in periods for quiet reading when teachers and classroom assistants help individuals to improve. Through homework and using reading records to chart their progress, pupils are also successfully encouraged to read to parents at home. The results are good at the end of Year 2 and satisfactory at the end of Year 6. Discussions with pupils indicate there has been insufficient guidance in their choice of reading material to ensure a structured progression. One significant feature of the reading of the older pupils is that the boys are not reluctant to read and they use a variety of books to read for enjoyment.

96. The pupils in Key Stage 1 develop their writing well as a result of well-targeted and careful teaching. By the time they are 7 most can write account of events, or retell stories, in interestingly written sentences that have capital letters and full stops in the right places. Handwriting is generally well formed and simple words are spelt correctly, or there are realistic attempts to spell accurately in a phonetically sensible way. There is satisfactory progress in writing in Key Stage 2. The quantity and range of writing produced over the term preceding the inspection was smaller than the planning indicated and it was less than would be expected from the older and higher attaining pupils in particular.

97. By the end of Year 6 pupils' attainment is broadly satisfactory and in line with national expectations and the achievement of all but the potentially higher attainers is satisfactory. Although the literacy strategy is used throughout the school with good effect, the planning in Key Stage 2 in particular has not been aimed accurately enough at each of the four age groups contained in the class. The assessment of work planned and undertaken has not been used adequately to provide targets for individuals or groups to improve their work. This has meant that pupils have made slower progress and not achieved as well as they might.

98. Good quality provision is made for pupils with special educational needs in both of the classes, they are supported well and make good progress so that their attainment in English is not far short of their fellow pupils and they achieve well. There are no pupils in the school with

English as an additional language. The school ensures that all pupils have the same opportunities to do well in the subject and the teachers successfully encourage the pupils to be sensitive to individual differences and to help each other. This is noticeable in the class with the youngest children where some have initial difficulty in saying clearly what they mean. This is a particular example of the generally good behaviour that the pupils demonstrate in class and the good and supportive relationships they develop both with one another and with the staff. English is made enjoyable and happy pupils learn well both individually and co-operatively as members of groups.

99. The quality of written English is maintained in other subjects throughout the school. For example, the older pupils write engagingly about the past following interviews with previous pupils of the school remembering what it was like during the Second World War. There are opportunities for drama, for example, performances are put on in the local church at Christmas. Pupils in both classes make good use of computers to enhance their work in English. The younger pupils use reading and word and sound recognition programs. The older pupils develop word processing skills to produce 'best copies' of their writing, such as the letters they wrote seeking for a reduction in the speed limit for vehicles on the road beside the school.

100. All the teaching observed in Key Stage 1 was good; the lessons were well planned taking careful account of the range of ages in the class, matching the work well to the pupils' needs. The teachers' management of the pupils, of the resources and of the time at their disposal made sure that the lessons developed at a good pace and that the pupils were learning all the time and challenged to improve. The class teachers and the classroom assistants work very well together. The pupils' work is carefully marked and they are provided with encouragement by the use of short and small targets which enable them to improve their work. The pupils work hard and enjoy learning, which they do quickly, retaining their knowledge well.

101. All the teaching observed in Key Stage 2, which was given by a short term temporary teacher, was good or very good. Scrutiny of the pupils' previous work indicated that the teaching normally given in that class, by a long term temporary teacher, was at best satisfactory. The medium and longer-term planning is well founded on the National Literacy Strategy and where it is followed and directed appropriately at the pupils' levels of attainment it produces sound learning. During the inspection that planning was adapted very effectively to the needs of the pupils, they warmed to the good relationships created by the teacher and produced good work. The school's programme of assessment had been inconsistently applied in this class, as was its use in the detailed planning of work to match pupils' needs. The day-to-day assessment of the pupils' work and progress during the inspection was well done and used effectively.

102. A long term part time temporary teacher has recently assumed the role of co-ordinator. Opportunities are taken to improve the provision, such as in using the help of the English adviser and of the local library service for improving and developing the library. The staff in Key Stage 1 make good use of the opportunities to develop their skills in teaching English and other subjects provided by the close link with the other school from which the acting headteacher has been seconded. They exchange insights and enthusiasms with colleagues who share similar problems found in small schools. The resources for English meet the needs of the planned curriculum well. They are also enhanced through the generosity of the Parents' Association.

103. The overall good provision for English in the school is an important factor in the generally well balanced curriculum provided for the pupils. The topics chosen for study and the

development of the ability to express themselves and discuss matters of importance supports the school's provision for the pupils' spiritual, moral, social and cultural development effectively.

MATHEMATICS

104. Due to the small number of pupils in Year 2 and Year 6 in 2001 it is not appropriate to report pupils' attainment in relation to national averages and the averages for similar schools. A study of results over the previous four years indicate that the level of attainment overall has been above the national average at the end of Year 2. Until 1999 there was a significant downward trend in attainment at the end of Year 6, from the time of the last inspection, and standards fell below the national average. Since 1999 there has been an improvement at a rate significantly above that seen nationally and standards are now close to the national average by the end of Year 6. Following a careful analysis by the acting headteacher and temporary staff of pupils' performance in voluntary national tests in summer 2001, the school has set realistic targets for improvements in pupils' attainment and has developed good strategies, particularly in numeracy, to help achieve these targets. Pupils have achieved well. Progress for pupils, including those with special educational needs, in all aspects of mathematics is good at Key Stage 1 and satisfactory at Key Stage 2 where the provision for the range of ages and attainment is less extensive.

105. Levels of attainment upon admission to the school are slightly below average overall. During the inspection standards for the majority of pupils were good and above national expectations for most pupils at Key Stage 1 and satisfactory at Key Stage 2. The school has successfully developed a well planned and balanced programme which covers, and regularly reinforces, all the required areas of mathematics. The long and medium term planning effectively meets the needs of all the pupils with differing levels of attainment, including those with special educational needs. At Key Stage 1 short term planning provides well for the range of ages and abilities in the class. At Key Stage 2 it was not possible to see short term planning for previous work as the long term temporary teacher was absent at the time of the inspection. The scrutiny of pupils' work indicated that there is insufficient provision in short term planning for the full range of ages and abilities, in particular for more able pupils.

106. Learning is good overall at Key Stage 1 for most pupils. At Key Stage 1, standards improve because of the good quality of teaching, the systematic procedures for the assessment and analysis of pupils' progress, the good lesson planning which takes account of the assessment procedures and the good and often very good attitude towards mathematics by most pupils. The progress of pupils with special educational needs is also good as they are set clear targets and effective monitoring of their progress is carried out. At Key Stage 2, learning is satisfactory overall. The scrutiny of pupils' work indicated that there has been little difference in expectations for pupils of different ability. There was no evidence available of ongoing assessment being used to identify areas for improvement and inform the teacher's expectations. As a result few pupils are achieving above national expectations for their age.

107. By the end of Year 2 pupils add and subtract small numbers mentally and count forward and backwards with confidence. More able pupils calculate mentally with confidence using the number bonds they have learnt in each of the four rules. Many recognise how the same number bonds can help their subtraction and addition with more able pupils recognising the links between division and multiplication. Most pupils identify and name a range of shapes which they know the properties of, such as rectangle, circle and triangle and know the number of sides and corners in each shape. Pupils recognise that the opposite sides of a rectangle are equal in length.

108. In Key Stage 1 the youngest pupils are beginning to use mathematical language such as odd, even and between. They collect data by counting objects and placing the results in a tally chart. They count simple fractions and appreciate that four quarters are the same as one whole. More able pupils become increasingly confident in applying their knowledge and understanding of mathematics to solve everyday problems which they apply to calculations involving money. They apply their understanding of one area of mathematics to another and in other areas of the curriculum such as science and design and technology. By the end of Year 2 numeracy skills are developing well. Most pupils have a good understanding of number facts to 20. They are confident in doing mental calculations and are developing strategies for quick recall, using their knowledge of number bonds to solve simple problems. The higher attainers have good recall of two, five and ten times' tables.

109. By the end of Year 6 pupils use their mental skills to tackle subtraction of three figure numbers. They understand the equivalence of fractions, decimals and percentages. They know the characteristics of solid shapes. They are less confident when tackling problems set by the teacher. For example, when asked to identify which number operation they should use to solve a range of different problems. Pupils build on their skills and knowledge. Most make accurate predictions and estimates and explain clearly the reasons for their choices. They compute with large numbers and understand the relationship between fractions and decimals. By the end of Year 6, pupils are developing quick recall of tables and are using patterns in numbers to help in calculations. They describe the methods they use to help them. They estimate and measure appropriately when calculating the perimeters of different shapes. They use and interpret a range of diagrams and charts to portray information they have gathered, for example, when using a pie chart to show the proportion of pupils in the class with different colour eyes.

110. Speaking and listening skills are being developed effectively in mathematics through the successful implementation of the National Numeracy Strategy, particularly in sessions of mental work. There is appropriate emphasis on the development of specific subject vocabulary, for example, through the displays of terms to identify the different number operations. Following the analysis of pupil's performance in national tests the school has increased opportunities for pupils to learn through investigations in mathematics lessons. Pupils are confident in the use of computers and opportunities for the use of information and communication technology are used well to consolidate and extend mathematical understanding. This is often undertaken by pupils working independently or in pairs at the computer and helps to develop their independent learning skills.

111. Pupils adopt a very good attitude towards their work. Pupils' attitudes are greatly influenced by the quality of teaching. Pupils are attentive, well behaved, work effectively individually and in groups and participate with interest and enthusiasm. Pupils are encouraged to support and praise one another. All pupils are highly motivated, relationships are very good and pupils are very supportive of each other. Boys and girls and pupils of different age groups work comfortably and easily together. Pupils are encouraged to work co-operatively and support one another.

112. The quality of teaching was good in lessons seen for pupils in Years 1 and 2. The lessons for pupils in Years 3, 4, 5 and 6 during the inspection were taken by a temporary teacher; the teaching in these lessons was very good. The scrutiny of pupils' previous work indicated that teaching for pupils in Years 3, 4, 5 and 6 has been satisfactory overall. The teaching seen during the inspection was characterised by the good planning of appropriate work for all pupils, including those who have special educational needs and higher attaining pupils; this ensured that they made good progress. In these lessons the teachers had a clear

understanding of what they intended to teach and planning was effective because it took prior attainment into account. Evidence from the scrutiny of pupils work at Key Stage 2 indicated that much of the previous teaching is satisfactory due to insufficient provision for the wide range of ages and attainment within the class. This is particularly reflected in the work of more able pupils.

113. The school has followed the recommended format for the numeracy strategy. This has shown benefits and teachers follow the structure of the hour well. The lessons often began with a review of the previous lesson so that pupils build on what they already know. New learning objectives are shared with pupils directly or are implicit within teacher introductions, so that pupils are aware of what they are supposed to know and do by the end of the lesson. At Key Stage 1 the work is prepared for differing ability levels and teachers ensure all groups fully benefit from the work undertaken by checking everyone is fully engaged with their task and doing their best. Work is differentiated and all pupils are extended in their learning. It was not possible to see short term planning for Key Stage 2 because of the absence of the long term temporary teacher.

114. Support staff play a significant role in helping pupils to focus closely on their work and sort out their mathematical ideas. This is particularly beneficial for pupils who have special educational needs. Homework is used effectively to consolidate pupils' knowledge of number bonds. It is not used consistently or to best effect at Key Stage 2 to reinforce what is learned at school. Parents are unclear as to what to expect. This affects their ability to help their children with their work at home. There was evidence, particularly at Key Stage 1, of teachers' regular and positive marking of work, including helpful comments, which encourage pupils and give a clear indication of what should be improved.

115. The acting headteacher has undertaken very good assessment, analysis and evaluation of work throughout the school in mathematics. The use of National Curriculum non-statutory tests and the structures have been used well to analyse areas of strength and weakness of pupils' understanding. Teachers are aware of the need for constant dialogue and feedback to pupils on their performance in mathematics during lessons. This took place effectively and often to great effect during the plenary session towards the end of lessons seen. Pupils' work is always marked and often includes diagnostic feedback to pupils. Limited evidence was seen of ongoing assessment of pupils' work at Key Stage 2. The scrutiny of pupils' work indicated that there is insufficient assessment of work to inform teacher's expectations and ensure appropriate challenge in work set, particularly for more able pupils.

116. Monitoring and evaluation of the subject has been developed since the last inspection and includes the scrutiny of teachers' planning and pupils' work and classroom observation which has contributed to a significant improvement in the quality of provision. The temporary staff have all attended in-service training to support the development of the numeracy strategy. Satisfactory use is made of information and communication technology within lessons. The subject is adequately resourced; resources are accessible and used effectively.

SCIENCE

117. Due to the small number of pupils in Year 2 and Year 6 in 2001 it is not appropriate to report pupils' attainment in relation to national averages and the averages for similar schools. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school. Standards seen during the inspection were judged to be good and above national expectations at the end of Year 2 and satisfactory and in line with national expectations at the

end of Year 6. This is similar to the standards at the time of the last inspection in 1997. Achievement and progress in learning is good for pupils at Key Stage 1, including those with special educational needs and gifted pupils. It is satisfactory for pupils at Key Stage 2, where few pupils achieve levels above national expectations.

118. In Years 1 and 2 pupils study forces and motion. They discover that pushes and pulls are forces that can cause familiar objects to move, speed up, slow down or change direction. They use model cars to test their theories and then see that a consistent force can be applied by the use of a slope. They talk about their findings and make suggestions. This work links well with their work in design and technology. Most Year 2 pupils are sure what makes an experiment fair or not. They understand the importance of keeping one variable constant when conducting an experiment to see how far different materials can be stretched. Most pupils are good at predicting the result of experiments. Pupils develop a good understanding of basic scientific concepts. They know, for example, that pushes and pulls are forces; that electricity is a source of energy and what happens to everyday materials when they are stretched. In learning about electricity, pupils learn how to make a simple circuit and record their work pictorially. Pupils study the human body. They learn about the importance of eating healthily. Pupils learn that medicines can be both beneficial and harmful and they learn the importance of handling them correctly. By the end of Year 2, pupils are able to talk about their findings and make suggestions. Pupils' ability to share ideas and use appropriate scientific language is developing well. They explain clearly what they observe and have adequately covered all aspects of the subject.

119. By the end of Year 6 all pupils have a satisfactory understanding of scientific investigations. For example, scrutiny of work shows that most pupils are developing a clear understanding of the complexity of fair tests and are familiar with the need to change only one variable at a time when conducting experiments or undertaking investigations. Pupils combine their activities in science with other subjects such as mathematics, design and technology and English. Pupils describe correctly how devices within a variety of electrical circuits function. They are able to carry out investigations and predict outcomes to find out which materials make good conductors or insulators of electricity. They know that there are forces of attraction between magnets and magnetic materials. They understand that friction is a force which slows moving objects and experiment with a variety of surfaces to test their ideas. Most pupils know the different organs of a plant. They understand the circulatory system. They explain the differences between solids, liquids and gases correctly and confidently explain condensation and evaporation. They learn to select appropriate apparatus and equipment, how to use it safely and explain and demonstrate their results confidently. Throughout the school, most pupils express themselves effectively in written and oral work. Observations and measurements are recorded in different ways by written accounts, diagrams and graphs. Information and communication technology is used satisfactorily to support pupils' work in science.

120. Pupils' learning in science is good overall. Pupils sometimes combine their work in science with other subjects such as English and design and technology and literacy and numeracy skills are developing within the subject through the use of subject specific language and when handling data. Pupils improve their skills by working collaboratively and in discussions with the teacher. The links with other subject areas often enhances pupils' understanding and improves their rate of progress. Written work in science makes a satisfactory contribution to the development of literacy skills. Presentation is of a good quality and pupils take pride when recording their work.

121. The pupils' attitude to learning in science is very good. They enjoy science, especially when they do practical work, showing interest and enthusiasm and set about their investigations sensibly and responsibly. For example, in a Years 3, 4, 5 and 6 lesson when making electrical circuits they paid careful attention to safety and followed instructions well co-operating with each other and sharing equipment sensibly. Their behaviour is very good throughout and relationships with each other and the teachers are very good. Pupils listen well to others and are co-operative, polite and helpful. They are keen to explain their work and have a desire to do well; they become engrossed in the subject. Pupils in Year 2 give sensible reasons to explain why they thought some materials stretched more than others. Particularly good is the way pupils develop mature and responsible attitudes to their work. They collaborate well when deciding how to carry out their investigations and devising ways for recording what they have done. Pupils respond well during class discussions and confidently describe what they have done and what they have discovered. They work well together and adopt safe practices when using and handling equipment and resources.

122. The quality of teaching was good in the lessons seen. Teachers have good subject knowledge and give clear introductions. The quality of lesson planning is good and provides interesting and stimulating work for pupils. Planning often shows good links with other subjects, such as mathematics and design and technology. Lesson objectives are made clear at the beginning of the lesson. Class management is very good and there is skilful use of praise and encouragement. Pupils have good opportunities to ask and answer questions and to predict and hypothesise. The pace of the lessons is good. Teaching rightly places a strong emphasis on pupils undertaking experiments and investigations to find things out. This is developing their scientific vocabulary, improving their enquiry skills and their ability to record efficiently what they have found. Teachers have high expectations of pupils' behaviour and response. The scrutiny of pupils' work indicates that expectations of more able pupils at Key Stage 2 are not always as high as they could be. Relationships between teachers and pupils are very good. Through very effective questioning techniques teachers conclude lessons well by reinforcing what has been learned during the lesson. The quality of teaching has a positive impact on pupils' attainment and progress.

123. The science curriculum is broad and balanced. The different aspects of science are covered well by the medium term plans which follow national guidance. Planning ensures that all pupils have equality of opportunity. All members of staff are aware of health and safety considerations in the teaching of science. There is a common sense of direction, in which the main teaching points derive from interesting investigative work. There is a good science policy and scheme of work following national guidance. There are sufficient resources to ensure that all aspects of the National Curriculum can be delivered effectively. Good use is made of the school's local environment and of resources from neighbouring schools.

ART AND DESIGN

124. The previous inspection identified art and design as a subject with satisfactory attainment and progress at Key Stage 1 and good attainment and progress at Key Stage 2. No lessons were observed during this inspection. From the scrutiny of display, pupils' work and from discussions with teachers and pupils, it is judged that standards are satisfactory at both key stages.

125. By the end of Year 2 pupils have developed their skills in printing, painting and modelling. Pupils use paint and a range of materials to make colourful pictures, experimenting with colours and tints effectively to create artwork to celebrate the New Year. Pupils develop a

good understanding of pattern and use of colours in creating a design. Scrutiny of work shows that pupils use a variety of techniques and media, such as printing, collage, colour shading and pastels.

126. By the end of Year 6 pupils build on their previous skills to produce carefully executed work. They combine colour in designs using a variety of media, including pastels, plastic crayon and paint. For example, pupils produce attractive and often complex line drawings using pen and ink in the style of Scottie Wilson. There are good links with work in other subjects. The quality of illustration of pupils' work on Ancient Egypt was good and used a variety of different techniques and enhanced their learning in history.

127. The pupils' response to art and design is very good and assists their learning. They are well behaved, enthusiastic and concentrate hard. The majority of pupils are confident and can talk about their work using a well developed vocabulary, such as colour tones, texture and pattern. Their personal development is very good. The pupils make appropriate choices independently with regard to such things as size of paper, colour and design layout. Throughout the school pupils take responsibility for clearing away after lessons.

128. The quality of teaching in those aspects seen is good overall. Teachers use a mixture of whole class instruction and allow ample time for group work. They intervene appropriately to question, support and extend pupils' learning. Teachers provide a good range of resources and ensure that pupils' work is valued and well displayed. Scrutiny of work indicates that the teachers have good subject knowledge. They plan their lessons very well, making positive use of the school's good scheme of work. This clearly outlines what pupils should be taught in each year and provides consistency in the provision between classes. Teachers use support assistants very effectively to work with pupils, including those with special educational needs. Teachers provide a range of well chosen activities, which are clearly explained and are appropriate to the pupils' abilities. Teachers are keenly aware of health and safety issues and ensure pupils comply with these.

129. Learning is good in both key stages. Pupils steadily improve their skills and techniques, benefiting from the extensive range of materials available to them. Their skills in literacy and information and communication technology help them to improve their knowledge of the contribution made by well known artists and research their work appropriately.

130. Good use is made of the natural environment surrounding the school. There are many links with other areas of the curriculum, including observational work in science, careful planning in design and technology and in pupils' personal and social education. Pupils are encouraged to assess and evaluate their own work and this has a positive effect on raising attainment.

DESIGN AND TECHNOLOGY

131. No lessons in design and technology could be seen during the inspection. Evidence from medium term planning, lesson plans, display, pupils' work and discussion with teachers and pupils indicates that all pupils, including those with higher prior attainment and with special educational needs, attain standards in line with those expected for their age. This is similar to standards at the time of the last inspection. Pupils gain skills, knowledge and understanding at a sound rate by designing, making and evaluating their work.

132. In Years 1 and 2 younger pupils understand that construction kits can be used to try out ideas. From the earliest stages in the school, pupils are encouraged to develop their technical vocabulary. Effective links with literacy skills are made by pupils as they correctly plan and order instructions to make models of playground equipment following a visit to Ditchingham Park. They build on their own experience of materials and techniques and consider different ways of joining materials together.

133. In Years 3 to 6 there are effective links with history and science as pupils design and make a Mummy linked to their work in history and a Buddha linked to their work in religious education. Emphasis is placed on design, making and evaluation. Pupils are aware of the need to use equipment safely. As pupils get older they become more aware of the need to choose materials appropriate to the purpose. Pupils meet a range of increasingly challenging tasks and develop greater control and accuracy when using tools. In their work on food technology, pupils display a good appreciation of the need for hygiene and safety.

134. Learning is at least satisfactory in both key stages. Progress of all pupils, including those with special educational needs, is sound. They take full part in this subject and develop both designing and making skills effectively. Throughout the school pupils develop their literacy and numeracy skills as they make plans and designs, measure materials, follow instructions and write up their evaluations and compile lists of resources needed for the making aspect of the work.

135. Pupils are keen and interested and participated eagerly in discussions. Where appropriate, they are aware of health and safety requirements, such as washing their hands and their tabletops, before handling food.

136. Throughout the school, teachers' planning is based on national guidance materials and covers all aspects of the subject. Pupils' work, teachers' planning and discussions with pupils indicate that the quality of teaching is at least satisfactory. Teachers ensure that resources are easy for pupils to locate. Learning objectives are clear and teachers have a sound understanding of the subject. Good cross-curricular links are often made with mathematics and information and communication technology. Tasks are well structured and there is a good match of work to meet pupils' learning needs. Attention is given to the variety and appropriateness of resources and equipment. Teaching methods focus on the learning of skills and processes.

137. The policy and scheme of work for the subject are satisfactory and ensure a proper coverage of the national curriculum requirements, both in terms of content and skills taught. The long-term plan identifies the focus of a topic and plans for each term provide a sound base for pupils' work. There are no formal assessment arrangements to build up a continuous picture of pupils' achievement. Resources for design and technology are satisfactory. There is an adequate range of books and a good variety of materials and equipment. Parental help is seen as invaluable, particularly in food technology.

GEOGRAPHY

138. During the period of the inspection there were no geography lessons to be seen. Evidence from medium term planning, lesson plans, display, pupils' work and discussion with teachers and pupils indicates that standards for the majority of pupils are close to those expected for their age. This report on the subject is based on a scrutiny of pupils' work, of

planning documents and in the case of Key Stage 1 discussion with the teachers. This was not possible for Key Stage 2, as the teacher was absent.

139. The pupils in Key Stage 1 develop their understanding of geographical ideas and their knowledge of other places through following the travels of Bertie Bear, receiving post cards from him from holiday locations around the world. This also introduced them to the ideas of hot and cold countries. They are also introduced to the school environment which includes a wild area with a pond. The pupils achieve satisfactory levels of attainment overall.

140. There was very little evidence of work in geography in Key Stage 2 for the current educational year. The pupils had compared their village with Lowestoft during the previous year and the older pupils remembered that work well. They had also looked at the traffic passing the school, its speed and frequency, in preparation for writing a letter to a local councillor seeking some speed restrictions. What has been done indicates a satisfactory level of attainment overall. The provision of the same, or very similar, work for pupils in all four age groups makes it difficult for the higher attaining older pupils to be adequately challenged and to achieve their potential. The support provided for the pupils with special educational needs enables them to achieve satisfactory levels of attainment.

141. The younger pupils were enthusiastic about the subject and a number of the older pupils in Key Stage 2 were enthusiastic about the work that they had done. Some use has been made of information and communication technology in geography but there is little evidence of it being used to gather information or to process it. All aspects of the subject provide equal opportunity for all the pupils.

142. Good use is made of visits, both short and long-term residential ones to deepen the pupils' knowledge of different and interesting geographical areas. The work in geography contributes to the pupils' spiritual, moral, social and cultural development satisfactorily, providing insights into different styles of living and personal values in different countries, as well as in different parts of Great Britain.

HISTORY

143. During the period of the inspection it was possible to observe only one lesson at Key Stage 2. This report on the subject is based on evidence from the scrutiny of pupils' work, of planning documents and in the case of Key Stage 1 discussions with the Year 1 and 2 teachers. This was not possible for Key Stage 2, as the teacher was absent. On this basis the pupils' attainment in Key Stage 1 is at least satisfactory, and in some cases their knowledge and understanding of the history of the school associated with past pupils is good. The achievement of the Key Stage 2 pupils is also satisfactory with some of the most enthusiastic older pupils having a good knowledge of the ancient Egyptians. Pupils in this class also have interesting records of interviews with ex-pupils of the school who attended in the 1940s.

144. The attainment of the pupils at the end of Key Stage 1 is in line with what is expected of pupils nationally at this age. The higher attaining pupils achieve at appropriate levels while those with special educational needs, with the good support they receive, achieve standards generally in line with those of their fellow pupils. The attainment of the older pupils at the end of Key Stage 2 is also broadly in line with that expected nationally. The planning of the work, giving all four years of pupils in the class the same topic and generally similar work leads to a lowering of expectations and lack of challenge for the higher attainers. This is especially the

case where the assessment of the pupils' work is not used effectively to influence future planning.

145. The work produced by the pupils indicated that the teaching of the subject in Key Stage 1 is at least satisfactory with some good elements. The planning is good and records of the success or otherwise of the lessons gives a clear indication of how the pupils' knowledge and understanding can be improved. The standards of the work produced in Key Stage 2 were broadly satisfactory, but those of the highest attaining pupils were not as high as they might be, suggesting that the teaching was not clearly enough directed to meeting the needs of those pupils. The support provided for those with special educational needs enables them to achieve satisfactorily. The pupils enjoy the work in history such as the Fire of London in Key Stage 1 or Ancient Egypt in Key Stage 2. Both groups of pupils were also fascinated by the accounts of the school in the past which were given in the interviews the older pupils arranged with villagers who had formerly attended the school.

146. The pupils make good use of the work done in literacy lessons when they come to write up accounts of work done in history. Some use is made of information and communication technology for the subject, but this is at an early stage of development. All aspects of the subject are available to all the pupils. The work in history contributes to the pupils' understanding of their own culture and the changes that have occurred over time.

INFORMATION AND COMMUNICATION TECHNOLOGY

147. In those aspects of information and communication technology that were observed during the inspection the pupils achieve levels that are satisfactory and similar to national expectations in Year 2 and Year 6. Good progress is made in Key Stage 1 so that the pupils aged 7 are using the technology effectively as a tool for learning. The pupils in Key Stage 2 showed a good level of skill while learning a new technique for putting together pictures and text into a single document. The school has put a good deal of time, effort and money into upgrading the system in the school. This has enabled the pupils to learn more effectively than at the time of the last inspection.

148. The pupils in the Key Stage 1 class developed their skill with the mouse and keyboard, showing how they used them to scroll up and down and from side to side selecting elements from the programs they had loaded into the machine. They know how to use other pieces of apparatus, such as tape decks for listening to stories, and understand about video players.

149. The older pupils in Key Stage 2 in discussion demonstrated a clear knowledge and understanding of information and communication technology and explained how to carry out a good range of activities, including using the Internet, sending e-mails, word processing and using CD-ROMs for finding information. They explained how they had used information and communication technology for directing a floor turtle using it to draw simple diagrams and pictures in previous years as an example of control technology which they used in other computer programs.

150. The whole school planning, which is fairly recent in development, shows a progressive cover for the topics within the subject, enabling pupils to use the technology for finding things out, for developing ideas and sharing them, for composing, reviewing and editing their writing. Planning for Key Stage 1 is good and has been undertaken well but the records of what has been done in Key Stage 2 are less complete. The evidence of what the pupils can currently accomplish indicates that the subject is being taught with a competence that brings success throughout the school.

151. The teaching observed was good or very good. The assistance offered by the support staff, especially when helping pupils with special educational needs, is good and enables them to achieve successful results. The school uses short periods of direct teaching, with small groups of pupils well. These tend to be at the beginning and end of sessions, or during periods of quiet reading. This is very effective in developing the pupils' skills which they share generously with one another. An example was a short session of fifteen minutes in which some half dozen older pupils learnt how to import images into text. Having understood this they were encouraged to share this skill with other pupils in the class.

152. The subject is well directed and the improvements made result from the vision and leadership which informs the subject, challenges the pupils and supports the teachers. One of the key issues in the previous inspection report was the development of a scheme of work for information and communication technology that would ensure continuity and progression in skills, knowledge and understanding. It was also noted that staff needed to be more secure in their own understanding of the subject. These issues have been successfully addressed. There is a sound scheme of work for the school based on national guidance. This makes for a progressive development in skills through each key stage and its development has had an impact on standards in the subject. The members of staff currently in post demonstrate a sound understanding of the subject and how it should be taught to primary school pupils.

MUSIC

153. The good quality of music found in the school is the result of using specialist teaching. The pupils enjoy the music lessons greatly and find themselves making interesting music and learning about it well without realising it. The visiting teacher is careful to link their musical activities with other work going on in the classes this leads to higher levels of achievement among the pupils, especially those older ones in the Key Stage 2 class who respond particularly well to the teacher's informal approach. Levels of attainment of pupils at the end of each key stage are good and above what is expected of pupils of 7 and 11. The standard of music currently enjoyed in the school is similar to that identified in the previous inspection and represents satisfactory progress over time.

154. The Key Stage 1 pupils clearly recognise pieces of music and musical motifs from work done previously, such as the cuckoo theme that was used to introduce their lesson. They respond quickly to rhythm and tempo and follow it with a range of tuned and untuned instruments. They work well in co-operation with one another to make music based on the class theme of "Walking through the woods". Using the stimulus of the cuckoo sound in a pastoral piece of music, they successfully build up a sequence of sounds and make a song with a repeated pattern, using a range of loud, soft, fast and slow tunes and rhythms.

155. The older pupils in Key Stage 2 responded very well to the lesson and produced imaginative music on both tuned and untuned instruments based on work they are doing in history on the Ancient Egyptians. They caught the enthusiasm of the teacher and produced good sequences of music developing work done in a previous lesson using the teacher's advice about improving their compositions. They listened to excerpts from "The Planets" by Holst and discussed the mood of the music, distinguishing well between warlike and peaceful themes using concepts of pitch and rhythm. This understanding became effectively incorporated into their own compositions.

156. The pupils achieve well. The work undertaken in music lessons helps them to sing well in the daily acts of collective worship. In more formal ways they perform for the entertainment of parents and friends of the school as well as for members of the local community, for example, in the churches, local hospital and the village hall.

157. Teaching is good overall. It was satisfactory in the lesson seen for younger pupils and very good in that seen for older pupils. The highly motivating informal style of teaching, while it is more immediately successful with the older pupils, draws a good quality of music making and understanding from the pupils in both classes. It ensures that they all enjoy music and grow in confidence as music makers and singers. The boost this gives to their self-esteem supports the school's provision for personal and spiritual development well.

158. The music in the school is well managed, the resources are well used and the quality of musical education provided by the school is good. The resources are sufficient for the planned curriculum and used very effectively.

PHYSICAL EDUCATION

159. Pupils' overall standards of attainment in physical education are satisfactory and at least in line with national expectations by the end of both key stages. This is similar to the standards identified in the last inspection report. By the end of Year 6 pupils have covered well all the required areas of the subject. No lessons were observed during the inspection, except for a very effective swimming lesson for older pupils, where standards were good.

160. At Key Stage 1, pupils develop and practise the skills of travelling with and sending and receiving a ball. They learn to play simple games and follow rules. They jump, skip and jog. They express themselves through dance, sometimes based on their topics. Younger pupils respond well to rhythm, using their imagination effectively to represent shapes and objects. They stretch and curl and balance and link movements using different parts of the body. By the end of Year 2, pupils have a good understanding of games and of what "playing fairly" constitutes. Pupils know that exercise affects their bodies. They understand the need to warm up before and cool down after exercise and recognise the importance of exercise for healthy living.

161. At Key Stage 2, pupils develop their gymnastic skills and improve their ball skills. All pupils are given good opportunities to develop their swimming skills through weekly visits to a local pool, where most achieve good standards. Pupils continue to develop their gymnastic, athletics and games skills and improve their ball skills. They are given opportunities to sustain energetic activities and make appraisals of their work. By the end of Year 6 pupils demonstrate good ball control and learn to play team games.

162. Pupils make satisfactory progress throughout the school. They refine their skills and consolidate their understanding of position and responsibility in team games through self-evaluation and regular practice. Pupils understand the need for safety and the need for sportsmanship and show appreciation for the success of others. Throughout the school pupils with special educational needs make good progress.

163. Pupils have very good attitudes to their lessons. Older pupils understand the importance of playing to the rules of the game. They acknowledge the success of others and all pupils show a responsible attitude to safety of themselves and other pupils.

164. Teaching was good in those aspects seen. Lessons are well planned and include appropriate opportunities to develop skills. The teachers have a secure knowledge of the subject. Pupils are clear about what they have to do and activities are appropriate to the capabilities of the pupils. Exercises ensure that the pupils exercise different parts of the body. Lessons are planned to begin with an appropriate warm up activity.

165. The work is disadvantaged by the lack of a school hall for gymnastics lessons. Good use has been made of facilities at a neighbouring school. A detailed policy and scheme of work gives good guidance and support for teaching. The teaching of physical education, in particular gymnastics, is restricted through lack of space. Outside, there is a large playground with a hard surface and a large playing field that can accommodate a variety of team games. Swimming takes place at a local pool where pupils are taught well by qualified swimming instructors.

RELIGIOUS EDUCATION

166. Standards in religious education are satisfactory and meet the requirements of the locally agreed syllabus. This is similar to that identified in the previous inspection report. Where the programme is followed, as is clearly the case in Key Stage 1, the pupils achieve a satisfactory knowledge and understanding of Christian stories and events and of aspects of Judaism. The work planned for Key Stage 2 also provides for a satisfactory cover of information about religions, including Hinduism and Islam, though the written evidence of what has been done is limited and the pupils' recall of aspects of the subject apparently undertaken is not clear. Their understanding of stories from the Christian scriptures is sound. Some of this is derived from carefully managed teaching elements in collective worship.

167. The pupils in the Key Stage 1 class demonstrated a clear understanding of those aspects of Jewish celebration that they had studied, they knew about the Seder meal and about Pesach. They linked this to their own family celebrations that have a historical or religious basis such as Christmas. They clearly understand how stories are linked to celebrations. They make sound observations about this, developing their ability to reflect upon religious events and ideas, satisfactorily learning from religion as well as about it. The older pupils in Key Stage 2 spoke with understanding about a visit to the church and about some of the stories drawn from the Christian scriptures, though their recall of aspects of Hinduism was slight, in spite of the large model of the god Ganesh displayed in the classroom. Overall the standards achieved in the work done in the subject are satisfactory, but the range of content is narrower than expected.

168. One religious education lesson was observed in the Key Stage 1 class, no teaching was observed in the Key Stage 2 class and in the absence of the regular teacher no discussion of the subject was possible. The teaching in Key Stage 1 is good and the work produced by the pupils also supports this judgement. The pupils are taught to use information from one lesson to build up their understanding of the next. They were sensitively led to understand that Jewish people have their own sets of beliefs and celebrations. From a scrutiny of work and discussion with the pupils the teaching of this subject in Key Stage 2 is at best satisfactory. Their recall of aspects of Christianity is satisfactory but that of other religions is limited. The subject is taught in a two year cycle in Key Stage 1, but in a four year cycle in Key Stage 2 with all the pupils, from age 7 to 11, dealing with the same topic.

169. The programme of study devised for the subject, based on the national Qualifications and Curriculum Agency suggestions, has been matched to the Norfolk agreed syllabus for religious education and meets those requirements. The programme of religious education

provides sound support for the pupils' cultural development. It also provides sound opportunities for their spiritual development as they learn about the variety of forms of worship and of the importance of religious ideas to different groups of people.