

INSPECTION REPORT

**BAWDESWELL COMMUNITY PRIMARY
SCHOOL**

Bawdeswell

LEA area: Norfolk

Unique reference number: 120785

Headteacher: Mrs S Banbury

Reporting inspector: Fran Gillam
21498

Dates of inspection: 5th – 8th November 2001

Inspection number: 195748

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Fakenham Road
Bawdeswell
Dereham
Norfolk

Postcode: NR20 4RR

Telephone number: 01362 688 282

Fax number: 01362 688 500

Appropriate authority: Governing Body

Name of chair of governors: Mr Andrew Batley

Date of previous inspection: 16th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
F Gillam 21498	Registered inspector	English Information and communication technology Art Physical education Foundation Stage Equal opportunities	What sort of school is it? How high are standards? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
E Marshall 14141	Lay inspector		How high are standards? 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?
C Canniff 18703	Team inspector	Mathematics Science Design and technology Geography History Music Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

SCHOOLhaus Ltd
Suite 17/18
BPS Business Centre
Brake Lane
Boughton
Nottinghamshire
NG22 9HQ

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bawdeswell Community Primary School is smaller than other primary schools nationally. It is in the village of Bawdeswell in Norfolk. Most of the pupils come from Bawdeswell and outlying villages. Ninety-one pupils attend the school; 52 are girls and 39 are boys. There are nine children in the Foundation Stage¹; they are in a class with the youngest of the Year 1 pupils. Children's attainment when they start school is below average. There are small numbers of pupils in each year group and this leads to classes having mixed age ranges. Almost all pupils are of white United Kingdom origin. Two per cent of pupils do not have English as their first language. There is 37 per cent of pupils on the special educational needs register, which is above average. The percentage of pupils that take up a free school meal is average at 12 per cent. All the present full-time teaching staff of four have been appointed since the time of the last inspection. During the time since the last inspection there have been extended staff absences due to long-term illness, which resulted in the early retirement of three members of staff. There have been difficulties for the school in recruiting high calibre supply teaching cover.

HOW GOOD THE SCHOOL IS

Bawdeswell School gives its pupils a satisfactory standard of education. Although the small numbers of pupils in each year group mean that statistical data is of limited value when making a comparison, it is clear that, overall, standards are well below the national average by the time pupils leave the school. Importantly, pupils' achievements over time are satisfactory. However, the achievements of the present Years 5 and 6 have been adversely affected by the disruption in teaching; these pupils did not do as well as expected last year. However, their work so far this year shows satisfactory progress as a direct result of better teaching. An asset to the pupils' learning is their enjoyment of school and their interest in their work. Most pupils take on new learning steadily because teaching is at least satisfactory in all year groups. During a period of instability, the headteacher and governors did everything they could to minimise the disruption to pupils' learning. They used the services of the local education authority to monitor and give guidance to teaching; this work also helped to maintain the programme of self-evaluation the school was following. Consequently, the priorities in the school's plan for improvement are focused upon raising standards, and the staff and governors know where the strengths in the school's work lie and where further work is needed. The school gives satisfactory value for money.

What the school does well

- The provision for pupils with special educational needs is good; these pupils are fully involved in school life.
- Pupils enjoy school; they work hard and behave well. They form very good relationships.
- Teaching is good in Years 1 and 2.
- The school has effective links with parents and the wider community.
- The school is very effective in helping pupils to develop a caring and considerate attitude towards others and to work together constructively.

What could be improved

- Standards in English, mathematics and science by Year 6.
- The curriculum for children in the Foundation Stage.
- The effectiveness of teachers' marking in the older classes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The improvement since the time of the last inspection in June 1997 has not been as fast as expected due to the turbulence in staffing but is satisfactory in the key areas identified as weaknesses in the last report. The school now uses national guidance for teaching design and technology, geography and history. This ensures that National Curriculum requirements are met. The arrangements for assessing how well pupils are doing are much more thorough and used well to identify groups or individual pupils who need extra help with their work. Lessons are planned more carefully and it is clear what the pupils are to learn; in almost all lessons this is a positive feature of teaching. Although it was not possible to make a judgement about standards in music across

¹ Foundation Stage – the stage of learning for children aged from three years up until they join Year 1 and begin the National Curriculum

all the elements, such as composing and appraising, there is better provision for teaching music. The teaching in Years 3 to 6 is better than it was. All staff now have clearly identified roles and responsibilities and they carry these out satisfactorily. All statutory requirements for the collective act of worship, the policy for behaviour and the publication of the procedures for handling complaints are now in place. The present staff and governors have suitable systems in place and are adequately placed to improve and move the school forward.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	E	E	E	D	well above average A above average B average C below average D well below average E
Mathematics	E	D	E	D	
Science	E	E	E	E	

Caution is needed in interpreting the school's performance in the tests because of the small numbers of pupils in each year group. Two pupils equate to ten per cent of the year group. Standards by Year 6 in the tests in 2001 were well below average in English, mathematics and science. However, within this group of pupils, 40 per cent were identified as having special educational needs. Standards in the present Year 6 are well below average in English, mathematics and science. However, almost half the pupils require extra help with their work and this year group has been badly affected by disruptions to teaching. This was most noticeable for pupils who needed extra help, and at the time when the headteacher was absent. This term the pupils have made a promising start and their achievement is satisfactory. Trends in standards from year to year are not reliable as some years as few as six pupils take the tests. The school's tracking of pupils' individual achievement shows that most pupils do as well as expected. The targets the school set are realistic and based upon what is known about the individual attainment of pupils.

In Year 6, most pupils do not find it easy to explain their thinking but will listen carefully. Their writing is weaker than reading. There are opportunities to write accounts, poetry and play scripts and, although pupils understand how to punctuate their work, their writing lacks words that are imaginative. In spite of an added focus upon spelling, this is still weak by Year 6. By Year 2, standards in reading are average and reflect the good start children make in the Reception class. In writing, although standards were as expected in the tests, the work seen indicates that standards are below average because only the higher attaining pupils write clearly using simple punctuation correctly. In mathematics in Year 6, the lower attaining pupils struggle with solving problems both on paper and in their heads. By comparison, the few higher attaining pupils calculate the answers accurately and quickly. Most pupils by Year 2 count and order numbers up to 100 accurately and are developing ways of solving problems quickly. By the time they leave the school, most pupils know how to carry out scientific investigations but have yet to develop the skills to compare what they think might happen with what they find out. By Year 2, pupils are becoming more observant and curious and scientific knowledge and understanding is developing satisfactorily. In information and communication technology (ICT) standards are below average by Year 2 and Year 6. Pupils in Year 6 do not use ICT frequently enough to organise, classify and present findings. However, they clearly understand its use in the wider world. In Year 6 standards are below the expectations in the local authority's guidance for teaching religious education because pupils' knowledge of important world religions is weaker than that of Christianity. Standards are better by Year 2 because pupils have a sound awareness that they belong to a larger community than their own family and are developing a greater understanding of religions other than Christianity.

By the end of the Reception, children's attainment in the early skills of reading is average and they make good progress. They are developing a good understanding of the order of numbers. They have better developed

personal and social skills than in the other areas of learning² and this helps them to settle quickly into school life. Their achievement in the areas of learning other than language, number and personal development could be better because, at present, not enough time is given to develop ideas by exploring and experimenting.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good – pupils really enjoy school; they show an interest in their lessons and are keen and ready to learn.
Behaviour, in and out of classrooms	Good – pupils behave well both in school and out on the playground; they are courteous and understand how their behaviour affects others.
Personal development and relationships	Good – pupils take on responsibility willingly and form very good relationships with each other and the adults who work with them.
Attendance	Very good – the attendance rate is much better than the national average and there is a very low level of unauthorised absence.

The school council and house system give pupils a real sense of belonging and pride in their work; they feel involved in decision making.

TEACHING AND LEARNING

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

Teaching and learning are satisfactory with some distinct strengths in literacy throughout the school and in the quality of teaching in Years 1 and 2. Throughout the school, pupils are keen to learn; this is always the case where lessons are interesting. In almost all lessons, teachers explain clearly to pupils what they expect them to do and pupils settle quickly and work at a satisfactory rate. In literacy, activities often interest pupils because teachers make good use of the information about pupils' achievements to focus the work at a level they can understand. This helps pupils to extend their understanding, for example, when studying the work of Shakespeare. Furthermore, links with a visit to see *West Side Story* and the work of Leon Garfield make the complex language of Tudor times more accessible to the pupils. Usually teaching makes satisfactory use of the assessment of pupils' achievement to aid planning for the mixed ages. This helps to ensure that pupils, including those who need extra help with their work, succeed and make satisfactory progress. However, in the older classes, teaching does not make effective use of marking to identify areas for improvement, which is a feature of the better aspects of teaching in the younger classes. In most lessons, learning support assistants give timely and effective support. In the Reception and Years 1 and 2, teaching recognises the need for younger pupils to practise and refine their literacy and numeracy skills. There are good opportunities provided and this gives pupils the confidence to read and write and to solve mathematical problems. In the older year groups, pupils' literacy and numeracy skills have not developed as well as expected due to the weaknesses in teaching last year. There are gaps in their learning, and teaching is less effective when this is not taken into account. When teachers plan mathematical activities that are too complex, pupils are confused. This slows the pace and at these times pupils in Year 3 to 6 do not learn enough in lessons and teaching is unsatisfactory. Children in the youngest class have quickly become familiar with the classroom routines because, as in the other year groups, teachers manage them well. However, the planning for the children's creative and physical

² Areas of learning – there are six areas of learning in the Foundation Stage: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and, creative development.

development, and for extending their knowledge and understanding of the world, does not take account of the differing levels of achievement of the children – as it does in literacy and numeracy – and learning could be better as a result.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory – activities are interesting and enhanced by visits and visitors. The curriculum in the Foundation Stage does not give enough emphasis to the steps to learning.
Provision for pupils with special educational needs	Good – these pupils have clear and precise targets to help them improve. They receive effective help and are fully involved in lessons.
Provision for pupils with English as an additional language	Satisfactory – pupils have a secure grasp of speaking and writing English; work is adequately matched to their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good – adults set a very good example for pupils to follow and provide very good opportunities for pupils to recognise the importance of their place in the school community. Activities in art, history and music help pupils to develop an awareness of their own culture and those of others.
How well the school cares for its pupils	Good – staff know the pupils well and the school effectively promotes the importance of good attendance and behaviour.

Staff treat pupils respectfully and there is a consistent approach to dealing with behaviour, which gives pupils a clear message about what is expected. Parental links are good and the school has regained the confidence of parents after the last inspection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory – during a period of instability the headteacher did all she could to minimise the effect of staff absence. The staff are now working as a team and have a clear understanding of the challenges facing the school.
How well the governors fulfil their responsibilities	Satisfactory – the governors have a clear view of what needs to be done to improve.
The school's evaluation of its performance	Satisfactory – the priorities for improvement reflect the need to raise standards and whilst issues have been identified and programmes put in place, they have been hampered in their effectiveness due to the staffing difficulties.
The strategic use of resources	Satisfactory – the employment of learning support assistants is helping to raise standards by focusing support for those with special educational needs.

The accommodation is satisfactory for the teaching of all subjects including those involving practical activities. Although there is ample space outside, it is not used well enough to develop children's physical skills in the Foundation Stage. Within a tight budget, funds are used wisely to focus support for pupils and to help raise standards further.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school.• The staff listen to their concerns.• The staff expect the children to work hard and achieve their best.• The way the school is led and managed.• How the school is helping the children to become mature and sensible.	<ul style="list-style-type: none">• The information about how well the children are doing.• How closely the school works with parents.• The range of activities outside lessons.

The inspection team agrees with the positive views of parents. The team agrees that improvements could be made to the information about how well pupils are doing; some annual progress reports do not contain enough information about what pupils cannot do as well as what they can. The school works closely with parents; parents receive a range of information in Newsletters and in the governors' annual report. The team does not agree that the provision of activities outside lessons needs improving. This is a small school and the range of activities is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. From the below average attainment, when children start school in the Reception class, pupils' achievements are satisfactory over time. The small numbers of pupils in each year group make the statistical data a less reliable measure of the school's performance from year to year. By Year 6, standards in the 2001 tests were well below average in English, mathematics and science when compared to all schools. They were below average in English and mathematics compared to similar schools and well below average in science. This is against a background of a high percentage – 40 per cent – of pupils with special educational needs in last year's Year 6. Some of these pupils joined the school during Key Stage 2 and when their results are removed from the statistical data it shows that pupils, who have spent most of their schooling at Bawdeswell, have done as well as expected.
2. Standards by Year 2 have risen in reading and writing since the time of the last inspection, and more rapidly in the last two years. In mathematics, the improvement in standards has been slower even though there has been an increase in the number of pupils attaining the higher levels. There is a picture of improvement in mathematics over time and of standards at the higher levels being maintained in reading. In writing, standards were as expected for pupils in Year 2, reflecting the emphasis the school has placed upon raising standards in writing. Work completed in pupils' books and that seen in lessons show that standards are broadly average in reading, but below average in writing, mathematics and science for the present Year 2 pupils.
3. In the present Year 6 there are ten pupils; only two have above average attainment and within the group there are five who need extra help with their work. Standards in the work seen in English, mathematics and science are well below average. Standards have been depressed for this year group and progress slowed because of disruption to teaching, particularly in the latter part of the summer term. This has led to gaps in the pupils' skills, knowledge and understanding across a range of subjects, not just English, mathematics and science, and has affected the learning of the lower attaining pupils and those with special educational needs in particular. Standards are not high enough by Year 6 and could be better.
4. Speaking and listening skills develop satisfactorily throughout the school; standards are below average by Year 6. The high number of lower attaining pupils do not always find it easy to explain things clearly. However, pupils know their efforts are valued and have confidence to talk in lessons and answer questions. Their answers show they listen carefully, and learning support assistants are effective in helping pupils to understand.
5. Reading skills develop well in the early years and standards in reading are average by Year 2. By Year 6, higher attaining pupils read extensively from a range of literature such as short novels and poetry. All pupils use well-considered reasons for choosing books, for example because they have read other books by the same writer. They check the difficulty by reading short extracts from the book and explain the methods they would use to tackle more difficult words. Pupils know how to locate books in the library and the higher attaining pick out key points from the text. Standards in reading are better than in writing.
6. Writing develops satisfactorily in Years 1 and 2 and the higher attaining pupils write short sentences, punctuated carefully. Their spelling is mainly accurate and they make some good attempts to spell words that are less familiar. The average attaining and lower attaining pupils are not yet consistent in using capital letters and full stops. All pupils tend not to choose imaginative words that add interest for the reader, a weakness that persists throughout the school and leads to the depressed standards by Year 6. Although pupils use their writing skills

in other subjects, weaknesses in the ability to express themselves lead to lower standards than expected by the time they leave the school. As at the time of the last inspection, spelling is weak but punctuation is better. Some lower attaining pupils have difficulty in joining writing because they do not form letters correctly. This slows the pace at which they write and the amount of work they complete. This is evident in, for example, science and history. Similarly, by Year 6, in mathematics, pupils have gaps in their learning and this reflects in the inability of the lower attaining pupils to accurately calculate multiplication and division problems in their heads and on paper. Higher attaining pupils, by comparison, correctly calculate the addition of numbers by using methods such as rounding to the nearest ten. In science, opportunities for pupils to carry out scientific investigations develop their knowledge and understanding but they find it difficult to draw conclusions from what they find out. The work of the Year 6 pupils, so far this term, shows that the better quality teaching is having a positive effect. Pupils' achievements are better this term and are satisfactory.

7. Pupils with special educational needs receive good help in almost all lessons from learning support assistants. The high level of talk and questioning allows them to be fully involved in lessons. Learning support assistants are effective in helping pupils take part without giving them too much direction. This allows them to try things out for themselves and develop skills in drawing conclusions.
8. Each year there is variation in the standards boys and girls attain because of the small numbers. Girls do better than boys over time by Year 6. They perform better in English, mathematics and science; it is the performance of boys that depresses standards by Year 6. However, boys' performance has improved in reading, writing and mathematics in the last two years by Year 2. It will take time for these improvements to be reflected in standards throughout the school but it shows that the school's attempt to improve boys' writing is starting to bear fruit. The small numbers of pupils with English as an additional language have a firm grasp of the spoken word and communicate clearly in English; their achievements are satisfactory. The targets the school sets for standards by the age of eleven years are realistic and soundly based upon what is known about pupils' achievements. So far this term the school is working towards these targets satisfactorily.
9. Standards in art are in line with expectations by the time the pupils leave the school. In ICT, religious education, geography and history, standards are below those expected by the time the pupils leave the school; the achievements of most pupils are satisfactory. However, progress has been slower for the present group of pupils in the oldest class because of weaknesses in teaching last year. Whilst pupils have a clear understanding of the use of ICT in the wider world and how to enter data and interpret their findings, they do not use it frequently enough to plan and organise their work. Other forms of ICT, such as the television and videos, allow pupils to compare the written word with the spoken word and investigate how play scripts are different from other forms of writing. In religious education, pupils' achievements are satisfactory. However, by Year 6, pupils' understanding of faiths other than Christianity is weaker by comparison. Only some elements of music and physical education were seen during the inspection and so no overall judgement is made on standards in these subjects. However, the provision for music now ensures it is taught in all year groups, an improvement since the time of the last inspection. The work sample for design and technology was not wide enough to come to judgements about standards by the time pupils leave the school.
10. When children start school in the Reception class the standard of attainment is below average. Each year there are very few children of higher attainment, and more often there is a higher number of children who need extra support to help them learn effectively.
11. Children's personal and social skills tend to be better developed than their language and mathematical skills and this helps them to quickly learn the classroom routines and settle into their new surroundings. They enjoy talking with adults but the lower attaining children do not always find it easy to explain what they are doing or to make it clear what they want. They are

gaining a good grounding in knowing the sounds of letters to help them develop the skills of early reading. Children's achievement over time is good in the early skills of reading, and standards are as expected in communication, language and literacy by the end of the Reception year. Over time, children develop early number skills and understanding well. They develop a confident understanding of the order of numbers because of the emphasis upon repetition and practice. Most children recognise when numbers are placed out of order and the lower attaining pupils and those with special educational needs are beginning to associate groups of objects with the correct numeral. By the time they move on at the end of the Reception year, standards are as expected for mathematical development.

12. In the areas of learning that concentrate upon developing children's skills in talking, reading and writing, developing a knowledge of number and increasing their skills in working with others or on their own, children are doing well. However, their achievements could be better in the other areas of learning that concentrate upon developing their:
- knowledge and understanding of the world;
 - ability to handle tools and objects, and to move with increasing confidence and control; and
 - creative skills.

This is because there is not enough emphasis upon giving children time to develop their ideas through exploring and experimenting, because practical activities tend to be directed by adults. There are no outdoor activities planned for on a regular basis and this results in children not having enough time to increase their physical independence and feel the positive benefits of being healthy and active. The school is aware of this weakness and has highlighted physical development as an area for improvement in the school development plan.

Pupils' attitudes, values and personal development

13. The good features of pupils' attitudes are the same as at the time of the last inspection. Behaviour has improved and the older boys have more care and consideration for others. Pupils have better facilities to develop constructive play both indoors and outside. Pupils' attitudes to school are good. They like coming to school and are very keen to learn. They concentrate well in lessons and like to show and discuss their completed work because they take a pride in their achievements. They try hard to please the staff and work together effectively in pairs or groups, sharing equipment sensibly and developing ideas successfully. Pupils get on well with the staff because they appreciate the individual attention and support they receive. This makes the pupils feel valued and they respond positively as a result. They know what is expected of them and, during break and lunchtimes when the weather is wet and they have to stay indoors, they require no close supervision and work and play together effectively. Behaviour in class and around the school is good; pupils respect each other and show consideration for others and this reflects in the absence of any forms of bullying or harassment. There have been no exclusions and the good behaviour shown justifies the perception held by parents that behaviour is good. The pupils' attitudes and behaviour do much to enhance the quality of their learning.
14. Pupils in all age groups have additional responsibilities given to them, from taking simple messages to being elected house captains and representatives on the school council. The four representatives are elected by pupils from each house and conduct discussions on topics of concern raised by their classmates. This allows all pupils to put forward their views and pupils learn about the ways that decisions are made and how care must be taken in giving everyone the chance to have their say. Year 6 pupils are involved in the 'buddy' system; they help and support the younger pupils and this helps them to develop a high level of care for others. Pupils are aware of others less fortunate than themselves and show this in the support of national and local charities as well as donating harvest festival goods to a night shelter organisation. They respond politely to visiting adults and are keen to engage them in conversation. They converse well and show mature attitudes.

15. Attendance is much better than it was at the time of the last inspection. The rate is well above the national average for primary schools and no unauthorised absence is recorded in the most recent return. There are no truancy or patterns of absence noted in the attendance registers. Registration complies with statutory requirements and the school day operates punctually.

HOW WELL ARE PUPILS TAUGHT?

16. Teaching is satisfactory overall. Of the 20 lessons seen, 90 per cent were satisfactory or better; 55 per cent of lessons were good or better; teaching was consistently good or better in Years 1 and 2 and never less than satisfactory in the Foundation Stage. More time was spent in lessons observing the youngest children. Two lessons were unsatisfactory in numeracy in Years 3 to 6 and make up the ten per cent of unsatisfactory teaching. Whilst there are still weaknesses in teaching since the time of the last inspection, the percentage is not as high and not as wide ranging; for example, it is better in English and science.
17. Children get a good start in literacy and numeracy in the Reception class because of the careful and systematic teaching of the basic skills. There is a strong emphasis upon teaching the early skills of reading, writing and number. Children already recognise some letter sounds and begin to order numbers up to ten; this comes about because teaching recognises the need for children to have time to practise skills and consolidate their knowledge and understanding. Activities are exciting and teaching uses resources that capture the children's interest, for example, a washing line of numbers set out in a random order. The children enjoy the challenge of placing them in the correct order and finding the number that matches their age. In literacy, they eagerly join in with reading, mimicking the teacher's voice and learning about the importance of expression when reading aloud. The learning support assistant is effective in helping children who need help in concentrating and understanding the story. Support is offered gently and children are reminded to look carefully at the pictures to help them follow the story; this aids their learning and helps them develop the personal skills necessary for whole-class work.
18. Whilst there is a range of interesting and exciting activities on offer to promote children's knowledge and understanding of the world, and their creative and physical development, teaching does not give the same attention to planning for the differing needs of children as happens in literacy and numeracy. So, good features of teaching, when adults talk with children and get them to explain what they are doing, are not used as well when children are working, for example, in the sand tray. Children tend to experience the activities without any clear view from teachers about how this will extend their learning. Sometimes adults tell children what to do rather than allowing them to experiment with colour, for example, when making bonfire night pictures. This does not allow children to develop their ideas through exploration and discovery; learning in these areas could be better. This early in the year, there is too much emphasis upon the things that children are expected to achieve at the end of the Reception year rather than on the steps that lead up to the early learning goals³.
19. Teachers' planning is satisfactory, with distinct strengths in how literacy is planned for throughout the school. This is an improvement since the last inspection when aspects of teachers' planning were unsatisfactory in the early years in Key Stage 2. A consistent feature of planning in literacy is the clear identification of what pupils are expected to learn. Teaching takes careful account of how different groups of pupils will learn and focuses the help of learning support assistants upon those who need extra help with their work. By comparison, in numeracy in the older classes pupils do not learn as well they could because the work is sometimes too difficult. For example, pupils were asked to consider too many different ways of shortening repeated addition to multiplication. Only the higher attaining pupils could complete the task. Even though each group had support from an adult, the teacher did not

³ Early learning goals form the final stepping-stones and set out what children are expected to know by the end of the Reception year before starting the National Curriculum in Year 1. The stepping-stones are the steps in learning from the age of three years to the end of the Reception year.

have an overview of what was happening to stop problems persisting; this led to the average attaining and lower attaining pupils struggling and not learning enough in the lesson.

20. Pupils take on new learning more quickly in Years 1 and 2 because teaching recognises the need for pupils to practise and consolidate their knowledge and understanding. This is most effective for literacy and numeracy. Work builds effectively upon what has been learned before and the demand is realistic, successfully taking into account the differing needs of the pupils.
21. Whilst most teachers have a secure understanding of the subjects they teach, it shows itself more strongly in literacy. Ideas are shared with pupils in a lively way, particularly the shared text, and this captures the pupils' interest and gets them fully involved from the start. For example, pupils in Years 5 and 6 listen intently to Leon Garfield's account of *Romeo and Juliet*. It makes the Shakespearean text more accessible to the pupils and speeds their understanding. Teaching makes satisfactory use of ICT to support and extend pupils' knowledge and understanding across a range of subjects, for example, the use of television programmes and videos to strengthen pupils' understanding of writing play scripts. Teaching integrates ICT into literacy and numeracy lessons; for example, the youngest children consolidate their understanding of counting and letter sounds. Teachers give opportunities for pupils to enter data and this allows them to understand how quickly ICT can complete tasks, such as drawing graphs to display information clearly.
22. Quick-fire mental mathematics sessions fire pupils' interest and get them ready for the lesson. Pupils are kept involved because teaching uses a selection of general and more direct questions to keep pupils alert. These questions are set at different levels of difficulty to ensure that higher attaining and average attaining pupils are challenged and lower attaining pupils and those who need extra help with their work are able to take part and succeed. This also includes pupils with English as an additional language, and as a result they do as well as their classmates. This is a feature of teaching that is good because it allows pupils, irrespective of their level of attainment, to be involved; it builds the self-esteem of the pupils with special educational needs. This also gives teachers a view about how well pupils are doing. In Years 1 and 2, teachers make good use of this information, writing comments on pupils' work to show the level of success and what needs to be done next. This involves pupils in their own learning and alerts adults, who work with the pupils, about any areas of concern. Marking of this quality is not apparent in the older classes where pupils could have a greater knowledge of their own learning and targets for improvement. In addition, pupils' work has not always been marked frequently enough to aid teaching in identifying persistent errors or difficulties in understanding. This was apparent in the work of the pupils in Years 5 and 6 last year. This is unsatisfactory in Key Stage 2 and an area for improvement.
23. Throughout the school pupils concentrate well and try hard because they are interested in learning; this is an asset to teaching because pupils are eager to discover and try things out for themselves. Teaching in the older year groups often makes pupils' learning exciting. However, sometimes tasks in numeracy lessons were too complicated or abstract for most pupils to complete and this led to a slower pace of learning than expected. Adults are consistent in the way they set out what is expected of pupils, not only academically but also personally, and pupils know where they stand. This contributes well to pupils' attitudes in lessons and around the school. Relationships between adults and pupils are constructive and create a positive climate for learning. The work pupils are expected to do at home contributes successfully to their learning. It is set regularly and supports work being learned in class. In the early years it contributes effectively to children's understanding and knowledge of letters and words; it aids the start to reading.
24. The high level of adult support for teaching has a positive influence upon how well pupils with special educational needs learn. Along with teaching, it ensures that pupils are involved because of timely and well-focused help. Learning support assistants watch out for difficulties and quickly guide pupils in the right direction. There is variation in the quality of the questions the learning support assistants ask. Occasionally, questions are framed that require pupils to

give only a one-word answer rather than encouraging deeper thinking and more extended explanations.

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

25. The curricular opportunities offered to all pupils are satisfactory. All National Curriculum subjects and religious education have an appropriate amount of time allocated to teaching. The school has made satisfactory improvement overall in the issues that needed to be developed since the last inspection. It now makes use of the national guidance for design and technology, history and geography, and this ensures that requirements are met. The provision for music has improved and pupils now have opportunities to develop their skills in all key musical skills. In addition, recorder and piano lessons are available to pupils. There are, however, still gaps in pupils' learning by Year 6. This is due, in part, to changes in the size of different year groups, which has resulted in the reorganisation of the mixed age classes, and changes to the whole school curriculum plan, as well as a superficial coverage of subjects last year for the present Years 5 and 6.
26. Planning for pupils' learning is satisfactory and work is now better matched to pupils' ability at Key Stage 2. The school makes good provision for pupils with special educational needs because they receive effective help from learning support assistants in most lessons and this allows their full involvement in all areas of the curriculum. The school meets the requirements of the statement of special educational need most effectively and provision is very well organised and managed. The special needs co-ordinator carefully monitors pupils' progress towards the targets set out in their individual education plans and this ensures that pupils build upon their success and make satisfactory progress. There is good use made of the analysis of test results to identify pupils who might benefit from some additional support to help them catch up. This provision, through programmes such as the Additional Literacy Strategy, is well organised within the classroom.
27. The school uses the national guidance for literacy and numeracy and this is beginning to contribute to the improvements in pupils' learning, particularly in literacy. Planning in literacy is good across the school and effective in numeracy in the youngest classes. This is because teaching of the younger pupils focuses more effectively upon what pupils are to learn and do in mathematics. However, the needs of the different ages and attainment groups within Years 3 to 6 are not consistently met because planning follows the guidance too closely and sometimes work is planned at a higher level than most pupils can achieve.
28. The school provides a good range of activities outside lessons, such as visits, which provide pupils with a range of experiences, and enrich the quality of the curriculum. Pupils visit well-chosen places of interest, which support their learning in a range of subjects. In history and science, for example, the visits to the Wildlife Park and to Great Cressingham National School allow pupils to study living creatures and experience what school was like in Victorian times. The school has established good links with the local community and makes effective use of visitors and visits to enhance pupils' learning. For example, members of the local community come into school to talk about their personal experiences during World War II. The school has established constructive links with the local secondary school and so benefits from the opportunity for Year 6 pupils to receive specialist teaching in subjects such as science and design and technology. The pupils take part in the local schools' music festivals and sporting competitions, and these opportunities, and residential visits, make a significant contribution to pupils' personal, social and cultural development.
29. Provision for pupils' personal, social and health education is satisfactory. Sex education and the danger of drug misuse are covered and link well to science topics and personal, social and health education. The work of the school council provides good opportunities for pupils to discuss issues such as rules, behaviour, and ways of improving relationships and the school environment. There are planned opportunities for pupils to explain their views in some lessons

and in assemblies and this increases their confidence and aids the development of their skills in speaking.

30. Provision for pupils' spiritual development is good. The quality of the acts of collective worship has improved and now meets statutory requirements. Pupils take part in prayer and respond well to opportunities to reflect upon their responses to the messages offered through stories such as the Prodigal Son. They reflect upon issues and attitudes that are important to the school as a community. Work in religious education also contributes to pupils' spiritual development, for instance when pupils think about how they would feel if they found a religious manuscript. The enjoyment of learning and the excitement generated by activities in some lessons contribute to the spiritual aspect of pupils' lives.
31. Provision for pupils' moral and social development is very good. Teachers expect high personal, moral and social standards of pupils. Pupils fully understand the school behaviour code; they have created their own posters to illustrate the school rules and these are displayed around the school. They know what is expected of them and are polite and behave well in almost all lessons. Pupils quickly learn how to be courteous and kind from the examples set by staff. The school council provides a very good opportunity for pupils to discuss matters of importance with the headteacher and staff. Council members canvass ideas and check with all pupils about their satisfaction with the decisions made. Recent topics discussed include painting the railings to improve the external environment of the school and how to ensure the safety of younger pupils during football games. Pupils take on more responsibilities, as they grow older. Year 6 have a 'buddy' system and make themselves available to help look after the younger pupils. They also take on other jobs such as setting out and putting away assembly equipment and keeping the awards noticeboard updated. All pupils are encouraged to work together peacefully in lessons and to share ideas, for example, when investigating in science or using the computer for research work in history.
32. Cultural provision is good. Pupils are taught to appreciate their local environment and own cultural traditions through visits to places of interest and from visitors to the school. For example, visitors have talked to pupils about the Egyptians, visits out include museums, and pupils in the older classes have experienced life as a Victorian schoolchild for a day. Art, geography and music provide opportunities for pupils to learn about aspects of other cultures. Pupils learn about and paint Rangoli patterns, are introduced to Bhangra dance, get to experience theatre and take part in musical productions. However, development of pupils' understanding of different faiths and beliefs is not as strong as it might be in religious education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school shows a good level of pastoral care for all of its pupils. All staff know the children well and willingly respond to their needs. The school is an orderly and happy community where pupils feel secure and have the confidence to approach the staff with any problems they may have. Pupils are not afraid to attempt difficult tasks during lessons because they know their efforts will be valued and help will be given if they need it.
34. The staff and the governing body take a responsible view relating to health and safety issues and systematically carry out safety checks and fire drills. One of the governing body is a policeman; his expertise is used well to talk to children on matters of personal safety. Child protection procedures are in place and all staff know what action to take and what is expected of them. First aid arrangements are sound.
35. With the playgroup being on the same site, most children are already confident and well acquainted with the school and staff when entering the Reception class. Children who do not attend the playgroup, visit the school on an open day and can join in the Reception class activities, forging relationships before starting school. Visits by Year 6 to the local secondary

schools provide useful opportunities for pupils to meet Year 7 staff and see the work of the Year 7 pupils. This helps the smooth transition between the relevant stages of their education.

36. The school has made effective improvements to the way pupils' achievements are monitored and the arrangements used are now much better than they were. Individual information is collected from the time children start school through to Year 6. This provides information about how well pupils are doing and where they need to improve. The school uses this information to focus support for groups and individuals; the appointment of learning support assistants in each class is a direct result of this monitoring and evaluation. There is some effective monitoring of pupils' progress in the younger classes through the marking of pupils' work. Teachers record the background to how the work was done, for example, the pupil working on their own, and highlight the strengths and areas for improvement. This method of monitoring how well pupils are doing through marking is unsatisfactory in the oldest class in Key Stage 2 and lacks precision in the youngest class in Key Stage 2.
37. Regular assessments of pupils with special educational needs ensure that individual educational plans are updated and focus well upon what needs to be taught next. The school fully involves parents and they agree to help their child work towards achieving the targets set for them. The school has an effective liaison with outside agencies such as the Pupil Referral Unit next door. This provides an additional level of support for pupils and also offers valuable guidance for adults who work with pupils with special educational needs. Staff monitor and record improvements in pupils' personal development and this is shared well so that all adults have a good idea of who needs extra help, for example, with behaviour.
38. The school secretary carries out the monitoring of attendance in a systematic way and so any unexplained absence is noted and contact made with the parents or carers immediately. The educational welfare officer is readily available and works closely with the headteacher. The school discourages the taking of holidays in term time. The very good attendance rates indicate the effectiveness of the school's arrangements for promoting good attendance.
39. The monitoring of behaviour is good. The school has involved pupils in the preparation of class rules based on the school creed and behaviour policy. Pupils know what is expected of them and clearly understand the difference between acceptable and unacceptable behaviour. Teachers in most cases operate the policy fairly and consistently. In doing so there is minimal disruption to learning and other pupils can concentrate on their work. Pupils receive rewards in the forms of house points and headteacher's certificates for good work, effort, attitudes or behaviour. This ensures that every pupil is considered and is able to contribute to the annual house championship awards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Following the last inspection, a number of families moved their children to other schools. There was a drop in the confidence that parents had in the school. Since then the headteacher, staff and governors have worked hard to regain parental trust. The number of pupils attending the school has steadily risen back to the number at the time of the last inspection and parents now view the school favourably. Some parents have chosen this school in preference to others and confirm their satisfaction with the education being provided. Parents particularly appreciate the level of care shown to their children and are satisfied with the progress they make. Almost all parents of children with special educational needs feel the school provides good support. Parents feel welcome to come into school at the beginning and end of the school day because staff are approachable and happy to discuss any concerns that they might raise.
41. Information provided for parents is satisfactory. Parent evenings are held twice yearly, in the autumn and summer terms. At the summer term meeting, parents have the opportunity to discuss the annual report on their children's progress. The reports cover all requirements but lack detail about what the pupils need to do to improve, and sometimes the statements about

how well pupils are doing are over generous and do not reflect accurately the level of progress that pupils make in their work. The prospectus and annual report by the governing body meet requirements and provide clear information for parents. Newsletters are sent out regularly and are informative because they give parents details about what is happening in the school and forthcoming events. All new parents receive a booklet with clear information about what is expected of pupils in terms of behaviour and homework.

42. The staff set homework regularly and parents are encouraged to make comments in children's reading diaries if difficulties are encountered. This is effective in alerting teaching staff so that extra help can be focused quickly and effectively. For children who sometimes have difficulty in completing homework, the school operates a lunchtime homework club. This ensures that pupils are not disadvantaged because they have not covered as much work as others and that they do not feel uncomfortable when homework is discussed in class.
43. There is an active Friends of School group who organise an annual programme of social and fund-raising events. The group consists of parents as well as members of the local community and many parents support fund-raising events. This raises money, for example for ICT equipment, and each class receives a small sum annually to spend on resources. Parents give practical help with improving the school's environmental area and in maintaining the flowerbeds; the school appreciates this support and this work enhances the learning of the pupils.
44. The contribution parents make to their children's learning is good. There are a number of parents who regularly give support to teaching by helping with group work and reading. A parents' volunteer group meets members of the local health care trust to discuss topics such as behaviour or communication problems with children. This helps both parents and children and gives good guidance for improvement. The staff and governing body actively promote parental involvement in the life of the school and the level of parental response represents a positive contribution to learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. Prior to the last inspection, and since that time, the school has suffered from difficulties in staffing. All the teaching staff have been appointed since the last inspection and it is only since the beginning of this term that there has been a full complement of full-time teaching staff. This has proved a barrier to improvement, particularly as the calibre of supply teaching cover during this period has been variable. Even against this background, leadership and management are now better than they were and improvements in the key areas identified at the time of the last inspection have been satisfactory. This is because the headteacher has put in place systems for checking what is working well and what needs improvement. Whilst these systems have been adversely affected by staff absences, the support of the local education authority helped to maintain the programme of monitoring and evaluating last year. However, this has not been without its problems because advisors and support staff have changed, and receiving continued support became more difficult for the school. At one point last term, 75 per cent of the teaching staff were supply cover; under these circumstances the headteacher and governors did everything they could to minimise the disruption to pupils' learning. However, the present Years 5 and 6 group of pupils was adversely affected, and this accounts for the gaps in their learning and their slow rate of progress last year. The better quality teaching they have received this year is already producing improvements in their work.
46. Already there is a strong sense of teamwork and an acknowledgement of what needs to be done to improve further. The school uses the analysis of the pupils' performance in the national tests and other assessments to identify areas for improvement. This ensures that staff know what is expected of them. This, coupled with the much improved guidance on their roles and responsibilities, means they have a clear purpose to their work. This is evident, for example, in the organisation of provision for special educational needs throughout the school. The quality of teaching has improved since the time of the last inspection and evaluation of

teaching has led to focused support for teachers, for example in numeracy and behaviour management.

47. The school's aim – to have pupils show positive feelings for each other regardless of ability, race, belief or background – is reflected in much of its work. This is seen most strongly in the level of care and involvement of all pupils in lessons. They interact and support one another effectively and form constructive relationships with adults.
48. Financial systems are organised satisfactorily and, within the confines of a tight budget, the school focuses funding upon those areas which help to raise standards further. They do this by comparing how well they are doing in relation to other similar schools and identifying the best ways in which to use resources to help teaching and learning improve further. Most teaching and learning resources are suitably matched to the tasks and are relevant to the ages and interests of the pupils. The school uses funding wisely to support learning and to raise standards. Funding for pupils with statements of special educational needs are used very well to ensure that requirements are met. This leads to pupils with statements of special educational need being fully involved in the life of the school. There is enough teaching staff for the number of pupils on roll and the additional number of learning support assistants gives good opportunities for small group and individual work, thus helping pupils with special educational needs, in particular, to do well with their learning. The accommodation is large enough for pupils to engage in practical work but the outdoor facilities are not used to the best effect for children to develop their physical skills in the Reception year.
49. The governing body fulfils its statutory responsibilities satisfactorily and is supportive of the school. It is involved in development planning and decision making mainly because of the information provided by the headteacher. As a result, the governors recognise and understand the challenges facing the school. They are aware that there is still a great deal to do but have a clear understanding of where the priorities lie. This comes about, for example, through the monitoring and evaluation of the school's performance. This has led to the action plan for writing, which correctly identifies the weaknesses in boys' writing and the need to increase the level of writing in other subjects. Putting the plan into action has proved more problematic but it does show that the school is identifying the things that need improvement and indicating the action needed to remedy them. The appointment of learning support assistants has given additional support for teaching literacy and numeracy and is a direct result of the focus upon raising standards. This is beginning to have an impact and has real influence upon how the lower attaining pupils and those with special educational needs are doing. There is a shared commitment to improvement from all the staff and governors and this places the school in a satisfactory position to move forward and make progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. The governing body and school staff should now:

- 1) Raise standards in English by:
 - Encouraging pupils to use more imaginative words in their writing;
 - Improving pupils' spelling in the older year groups;
 - Providing more opportunities for pupils to practise their writing skills across the curriculum.*(paragraphs – 6, 64,67 and 68)

- 2) Raise standards in mathematics by:
 - Improving pupils' mental recall of number facts;
 - Improving pupils' methods of recording;
 - Improving pupils' knowledge and understanding of multiplication and division;
 - Improving teaching to ensure that tasks at Key Stage 2 are better matched to the range of ability in the class.(paragraphs – 6,19, 23, 27, 72-73, 76 and 78)

- 3) Raise standards in science by:
 - Improving pupils' scientific knowledge and understanding by Year 6;
 - Improving pupils' skills of scientific deduction and conclusion.(paragraphs – 6, 82, 84 and 85)

- 4) Improve the curriculum for the Foundation Stage by:
 - Ensuring that teaching takes regard of the stepping-stones to learning;
 - Ensuring that the activities for creative, knowledge and understanding of the world and physical development reflect the guidance for the Foundation Stage;
 - Ensuring that children have opportunities to explore and investigate to extend their learning further;
 - Providing regular outdoor as well as indoor physical development activities.*(paragraphs – 12, 18, 52, 57 and 59-61.)

- 5) Improve teachers' marking in Key Stage 2 by:
 - Ensuring that pupils' work is marked regularly, particularly in the oldest class;
 - Ensuring that marking highlights the strengths and areas for improvement in pupils' work.(paragraphs – 22, 36, 68, 80 and 99)

In addition to the issues identified above, the following minor areas for improvement are mentioned in the report which the governing body should give regard to in their action plan.

- a) Improve the quality of pupils' annual progress reports in Key Stage 2. (paragraph – 41)
- b) Improve pupils' skills in design and technology. (paragraphs – 93 and 94) *
- c) Improve pupils' understanding of major world faiths. (paragraphs – 9, 32, 117, 119 and 120)

* these items have been identified in the school improvement plan.

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	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		4	7	7	2	0	0
Percentage		20	35	35	10	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)	91
Number of full-time pupils known to be eligible for free school meals	13

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	34

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%
School data	4.6
National comparative data	5.2

Unauthorised absence	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	7	10	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	17	16
Percentage of pupils at NC level 2 or above	School	84 (82)	100 (82)	95 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	15	16	17
Percentage of pupils at NC level 2 or above	School	88 (82)	94 (82)	100 (73)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	14	6	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	12	15
Percentage of pupils at NC level 4 or above	School	65 (67)	60 (67)	75 (67)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	16	13	15
Percentage of pupils at NC level 4 or above	School	80 (56)	65 (78)	75 (89)
	National	72 (70)	74 (72)	82 (79)

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

* Ten or fewer boys/girls took the tests in 2001. In accordance with the guidance given to governing bodies the results are not reported.

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	89
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.3
Number of pupils per qualified teacher	21.2
Average class size	22.75

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	103

Financial information

Financial year	2000/01
	£
Total income	232066
Total expenditure	226748
Expenditure per pupil	2202
Balance brought forward from previous year	140
Balance carried forward to next year	5458

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	91
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	19	4	0	0
My child is making good progress in school.	30	63	4	0	4
Behaviour in the school is good.	41	52	4	0	4
My child gets the right amount of work to do at home.	26	59	7	0	7
The teaching is good.	44	56	0	0	0
I am kept well informed about how my child is getting on.	33	41	19	4	4
I would feel comfortable about approaching the school with questions or a problem.	56	44	0	0	0
The school expects my child to work hard and achieve his or her best.	41	59	0	0	0
The school works closely with parents.	26	41	22	0	11
The school is well led and managed.	48	48	0	0	4
The school is helping my child become mature and responsible.	44	52	0	0	4
The school provides an interesting range of activities outside lessons.	26	44	7	11	11

Other issues raised by parents:

A small number of parents expressed concern that the Year 1 pupils had been split between the Reception class and the class containing Year 2 pupils. The work Year 1 pupils are covering matches their needs and they are making satisfactory progress; the pupils are not at a disadvantage in either class because teaching provides suitably demanding work.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

51. Children make a good start in the Reception class, particularly in early reading and number. Teaching is satisfactory overall because, whilst aspects of literacy and mathematical development are taught well, teaching in the other areas of learning could be better.
52. As at the time of the last inspection, children make a happy and positive start to their full-time education. There is good teamwork and adults have a clear idea of how well children are doing through their careful observations and assessments. However, the curriculum for the Foundation Stage now relates to children up to the end of the Reception year before they move into Year 1. At present, there is not enough emphasis upon the stepping-stones to learning that set out children's development from the age of three to six years. The school's own assessment of children's attainment shows that there are few children of higher attainment and more of average or lower attainment, but this is not being taken into account when planning activities across the areas of learning.

Personal, social and emotional development

53. Children start school with better developed personal and social skills than in the other areas of learning. This gives them a good start because already most of them are used to being away from their parents or carers and they are happy to come to school. Teaching is sound. There are high expectations of what the children will do and teaching sets out clearly how children should behave. However, it is not always clear from the planning how children's differing personal needs will be met or how this will be developed through the range of activities. The children show a high level of involvement in activities because they find them interesting. Adults give them time to experience activities and this develops their powers of concentration and their ability to persist and work independently. Higher attaining children are better able to organise themselves and interact with each other through talk and play than others. Lower attaining children tend to work on their own or, when sharing an area such as the sand tray, they play alongside one another rather than together. They use gestures such as holding a hand up to stop other children touching their work and sometimes feel they need the help of adults to sort out their differences. Nevertheless, already a few weeks into the term, the children know the classroom routines well. They are developing very good relationships with the adults because the day is well ordered and they know what to do. Children will ask for help showing a developing trust and security very much due to the response of adults who value their efforts and listen to them. They attain the standards expected for their age by the time they leave the Reception class.

Communication, language and literacy

54. As at the time of the last inspection, children's learning is good because of the effective teaching of the basic skills of early reading and writing. Standards are as expected by the end of the Reception year. Higher attaining children have an emerging self-confidence to talk to others by asking children or adults to pass them things they need. The lower attaining children tend to talk alongside each other, giving a commentary of what they are doing rather than showing an interest in what their classmate might be doing. By comparison, higher attaining children will take turns during a conversation and initiate talk with adults. All children enjoy listening to a story and for the lower attaining, their interest grows as the teacher uses different voices for the characters in a story and pauses to build the tension before turning the page to see what happens next. This allows time for the higher attaining children to try and guess what might happen and some are beginning to follow the words. Stories are chosen well to interest both boys and girls and this ensures that all the children get involved. Focused work upon individual letter sounds is set at the right level of demand for children of differing attainments

and, because of this, they build their bank of individual letter sounds effectively. Opportunities for writing allow children to learn how to hold pencils correctly and to try and write their name. Their mark making shows awareness that letters and words carry meaning. Adults are effective in encouraging talk but sometimes the questions they ask require only a one-word answer rather than getting children to extend the language they use.

Mathematical development

55. The children do well in developing their mathematical skills, knowledge and understanding, because teaching is good and focuses well upon repetition and practice; this helps them to be confident in counting and recognising numbers. This is an improvement from the time of the last inspection when this area of learning was judged to be satisfactory. By the time they leave the Reception year, children have attained most of the early learning goals. In whole-class activities, teaching encourages talk and this gives children the confidence to voice their ideas. They learn the order of number in fun ways such as singing rhymes and rearranging numbers on the 'washing line'. Children love to notice that the teacher has made a mistake and they are quick to let her know! Almost all of the children take part individually and those who need extra help receive timely and gentle support from the learning assistant. This help is unobtrusive and guides children carefully without giving the answer away. The adults encourage the children to look carefully and check what is happening. Boys appear to enjoy the activities more than girls as they demonstrate their eagerness to answer well-focused questions but teachers make sure that girls answer too. The children's bubbly enthusiasm and interest make learning effective and teaching feeds this thirst for knowledge in well-constructed activities.
56. During group work the higher attaining children work with an adult and they receive good guidance. Effective use of assessment leads to the task being changed and the children's own knowledge of number bonds such as 2+2 and 5+5 is used to develop the idea of size. For example, they tell the adult the answer and then check which is the largest or smallest. Language is further developed as children talk about which group of objects has the most and which has the least. The demand on them increases as they show how well they can tackle the task. The planning for this area of learning is effective in meeting the differing needs of the children and, as a result, they are challenged and do well.

Knowledge and understanding of the world

57. Children's knowledge and understanding of the world is planned for through subjects of the National Curriculum but sometimes the opportunities for children to learn through other means are not well planned for and this results in slower than expected progress. Children have insufficient opportunities to find out through exploring and investigating. The range of activities is exciting and children are interested in trying out what is on offer. However, because there is no difference in the experiences that the children of differing attainments have, either through the talk they engage in with adults or in terms of what they are expected to learn, opportunities are missed to help children extend their knowledge further. So, when working in the sand tray, for example, children are meant to find out about landscapes but there is no clear view in the planning of how this will be achieved or of the language or understanding children are expected to develop. Opportunities to spark their imagination are missed because items, such as model trees, animals, houses etc., are not used to get them thinking about different landscapes and what might live there. Chances to check what children know are limited because it is unclear what teaching wants them to learn. What adults know about children's skills in communicating are not capitalised upon to extend vocabulary further. Teaching is not effective and, as a result, children's learning in this area could be better. However, there are good chances for them to learn about the uses of ICT and this supports their understanding of letter sounds and numbers. They are learning that clicking on certain icons will make the computer program respond either with pictures or sounds. Most are able to use the mouse to click and drag objects on the screen. Children readily use the computers and the computers are rarely left idle. Their confident use of ICT equipment is giving them a good start in

understanding the function of the mouse and keys, such as 'enter', in making programs respond.

Physical development

58. In class, children have the opportunity to use construction equipment, to use tools and to handle materials that can be moulded and rolled. This helps them to develop control of small objects and to become more adept at using pencils, crayons and paintbrushes. By the time they leave the Reception year, most children hold a pencil correctly and follow pencil patterns carefully. They show reasonable control when working with small pieces of equipment such as puzzles and in moving objects when counting.
59. Children learn to move imaginatively in response to the words in a poem. This is effective in extending their understanding of words and in encouraging them to interpret them in different ways. They respond well to instructions and, for example, to the noise of a tambourine to change direction or the speed at which they move. Boys and girls take part willingly and try hard. Higher attaining children begin to use their own ideas effectively. Teaching of this aspect is satisfactory rather than good because sometimes children are directed rather than letting them explore with their movements and develop their own ideas. Whilst having the opportunity to use the hall for physical development allows children the chance to be active, the lack of regular outdoor access does not allow them to benefit from climbing and running, and developing the skills of catching and throwing. This was identified as a weakness at the time of the last inspection and not enough has been done to improve provision. Whilst children's handling of small equipment is as expected for their age, larger body movements are not as well developed; standards are average but could be higher.

Creative development

60. Children's creative development is satisfactory but could be better. Teaching is satisfactory but there are weaknesses in how teaching develops children's creative skills, especially in relation to exploring colour, texture and sounds. Better use could be made of planned opportunities for role-play to develop talking further. Children have singing lessons in the hall. They enjoy singing and take part well. They join in with increasing confidence and use musical instruments carefully. Once again teaching tends to tell children what to do rather than giving them the chance to explore the sounds the instruments make. The children sing simple songs from memory and, with practice, follow the hand gestures of the teacher to play their instruments at the correct time and in response to words of the song. Teaching gets all the children fully involved. They know what is expected because the teacher shares what they are going to learn and sets a good example for the quality of singing. Children show their enjoyment by swaying in time to the music and sing songs like *Twinkle, twinkle little star*, tunefully.
61. When children use paint and create pictures, teaching tends to show them or tell them what to do and this lessens the opportunities for children to express their ideas in their own way or to find out what effects they can make with paint. The lack of pictures and the short introduction to the activity means that children find it difficult to develop pictures such as those of fireworks and bonfires and there is not enough to stimulate their imagination. This is because the planning for creative development does not provide sufficient detail about what the children are expected to learn, particularly for those of different levels of ability. At these times, children's creative development is unsatisfactory.

ENGLISH

62. Standards in English are not as high as they were at the time of the last inspection. The small number of pupils taking tests from one year to the next makes the comparison with standards

- now and at the time of the last inspection unreliable. Of the ten pupils in the present Year 6, half have difficulties with learning.
63. Standards in English are well below average by the time pupils leave the school because there are weaknesses in their writing and boys do not do as well as girls. Standards in speaking and listening and reading by Year 6 are below average, although learning is more rapid in these areas than in writing. Standards in speaking and listening and writing are below average by Year 2; in reading standards are as expected and pupils' achievements are good.
 64. During the inspection, lessons had a strong focus upon teaching aspects of reading and investigating the work of different authors. The teaching is good and reflects the better standards in reading, and speaking and listening. However, pupils' work in books does not reflect the higher standard of teaching seen in reading, and speaking and listening; more effective work is required to ensure that standards in writing improve by Year 6.
 65. Pupils in Year 6 talk clearly but the lower attaining pupils find it more difficult to express their ideas or put their thoughts across coherently. Teaching provides good opportunities for pupils to talk and offer their ideas. Pupils are confident to have a go but the words they choose sometimes lack imagination. They listen well during whole-class discussions and, whilst their answers are not always extensive, they show a clear understanding of what they have heard. Boys tend to be more outgoing and willing to answer in lessons but teaching overcomes this by asking focused questions. This is not only effective in getting girls involved but it is also used to good effect to encourage pupils of differing attainments to take part. This is a feature that comes through strongly in teaching throughout the school, particularly in the whole-class session at the beginning and end of literacy lessons. The way that teaching involves pupils speeds learning, and for the lower attaining pupils and those who need extra help with their work, it builds self-esteem because they know their efforts will be valued. Pupils' achievements are satisfactory across the school; teachers plan times for pupils to talk about matters of interest or to talk about books they have read and enjoyed. The school council is an effective vehicle to promote pupils' speaking and listening skills and gives purpose to pupils' discussion, relating it closely to issues they find important.
 66. The good start children make in the Reception class is built upon effectively and, by Year 2, pupils make good progress in reading. The strong emphasis by teachers upon ensuring pupils have a firm grasp of letter sounds and how to decipher unfamiliar words leads to higher attaining pupils being confident readers. They enjoy reading and like to talk about the characters in the book and explain what is happening. Average and lower attaining pupils use picture clues to help them and use their knowledge of individual letter sounds to spell out words they are not sure of. During shared text sessions, pupils enjoy reading aloud with the teacher; in Year 1 pupils begin to use expression and speak louder when they notice the type size increasing. By Year 6, pupils know how to use the library to locate information books and the higher attaining pupils pick out the key points from the text to strengthen their explanation. Throughout Key Stage 2, pupils clearly explain why they prefer one book to another and show that they make careful selections based upon what they know about the writer or because the 'blurb' on the back of the book sounds interesting. Some choose books because they enjoy being frightened or because they have a particular interest, such as horses. This shows that teaching is encouraging pupils to be selective and thoughtful readers. The pupils have an enjoyment in reading because of the level of choice and effective teaching they receive. Lively reading sets good examples for pupils to copy, and reading the work of different writers extends pupils' knowledge of different types of writing and ways of expressing ideas through writing.
 67. Pupils' achievement in writing is satisfactory. Standards by Year 6 have been depressed by the disruption to teaching that the present Year 6 has had. Whilst it has had a limited effect upon standards in reading, and speaking and listening, the impact upon pupils' writing skills has been much more apparent. In the autumn term last year, progress was as expected but, from the spring term onwards, there was a gradual deterioration in the quality of pupils' written work. Lower attaining pupils and those with special educational needs suffered most. For this

year group, there is a lot of catching up to do. However, so far this year, teaching has been more effective and pupils are beginning to punctuate their work more accurately and take more care in presentation. Standards in writing across the school are lower than expected. The emphasis on spelling is beginning to have an impact in Years 1 and 2 but, by Year 6, spelling is still weak. Although pupils in Year 6 know how to use paragraphs they do not use them in their writing. Writing lacks the thoughtful, lively and imaginative language necessary for pupils to achieve higher standards. This is a general weakness throughout the school. However, opportunities for pupils to study the work of different writers broaden pupils' understanding of punctuation and the impact of the written word. For example, in a Year 6 lesson, pupils recognise that exclamation marks help to stress important statements. They begin to understand the pattern in poetry and the rhythm that develops by using a certain number of words in each line of the verse. Teaching demands more extensive answers from the pupils and, as a result, they begin to discuss similes and metaphors and give well considered answers; for example, one pupil explained that, "he sweated knives, really means he (Tybalt) is ready for a fight."

68. Whilst pupils have the opportunities to use their writing skills in other subjects, sometimes the errors in letter formation make joined writing a cumbersome task and pupils do not complete as much work as expected. Although handwriting tends to be legible in the older classes, errors in letter formation are not identified and corrected. Whilst assessment is better than it was at the time of the last inspection, sometimes teachers' marking lacks information to help the pupils improve. This is most noticeable in the older classes; by comparison good use is made of marking in the younger classes to assess how well the pupils are doing and to identify targets for improvement. The small number of pupils with English as an additional language benefit from the support for group work organised in all classes. Their acquisition of English is good and they are making the same progress as their classmates.
69. Each class has the additional help of a learning support assistant. They provide good support in most lessons because they give guidance to individuals and groups and allow full participation of the lower attaining pupils and those with special educational needs. They help pupils to understand what is being discussed and offer timely help when pupils are struggling; this means that in lessons, the learning of the lower attaining pupils and those with special educational needs is good. The learning support assistants are good at identifying when to give help and when to step back and let the pupils try for themselves. At times, their questioning is not as probing as the class teacher's, and sometimes when they join in with, for example, shared reading they do not lower their voice enough to be able to hear which pupils are struggling with the text.
70. Teaching uses ICT to develop pupils' literacy skills further. Programs that help pupils practise letter sounds and spellings are used across the school. When studying the work of Dickens and Shakespeare, older pupils use the television and videos to compare the dramatisation of novels with the written word. This helps them to realise that play scripts have to be written in a different way and that a facial expression can replace a whole section of descriptive writing. Although there are some examples of pupils using the computer to draft poetry and short stories, this is not a strong feature of the school's work.

MATHEMATICS

71. Whilst standards are not as high as at the time of the last inspection and are below average by Year 2 and well below average by Year 6, the achievements of most pupils, including pupils with special educational needs, are satisfactory over time. Analysis of test data indicates that there is some real, positive change in the number of pupils attaining the expected levels and above, and that standards are beginning to rise.
72. Problems with staff absences and aspects of unsatisfactory teaching by supply staff have had a negative effect on pupils' achievements in Year 6. In addition, sometimes teaching is not taking enough account of the gaps in pupils' previous learning and what pupils are to do and

learn is sometimes unrealistic. Consequently pupils' achievement in Year 6 has been inconsistent and pupils have not progressed as quickly as they might. However, they are willing to try hard and work with good concentration; their progress since the beginning of the term is satisfactory. Although standards are well below average, the test data indicates that pupils' achievement is satisfactory when based on prior attainment.

73. The teaching of mathematics is satisfactory with clear strengths in the teaching of basic skills in Key Stage 1, but with some unsatisfactory teaching in Key Stage 2.
74. By Year 2, most pupils can count and order numbers to 100. Higher attaining pupils call upon their knowledge of addition and subtraction methods to make statements such as, "Nine is three more than six". The teaching of basic skills is good and teachers extend pupils' understanding of number through exploring patterns and setting problems that require them to use their knowledge of addition and subtraction in different ways. For example, they carry out investigations to find three single-digit numbers, which together total 15. Many show an understanding of place value, which the higher attaining pupils use well when adding two-digit numbers and when calculating the change from a pound. Lower attaining pupils are less secure in their understanding and in the use of symbols such as plus, minus and equals, but the good support they receive from learning support staff is helping them to record number calculations more formally. Teaching in Years 1 and 2 is good. Teachers encourage pupils to compare numbers and create number sentences to develop their reasoning skills and establish a sound understanding of the number system. For example, pupils use terms such as 'smaller and larger than', 'less than' and 'more than' when comparing two numbers.
75. Teachers make good use of practical activities to help strengthen pupils' understanding of measurement. Pupils estimate and then measure familiar classroom items in metres and centimetres. They recognise common two-dimensional shapes and identify features such as the number of edges and corners. Teachers provide pupils with opportunities to use their numeracy skills in other subjects of the curriculum, such as geography. They record information about how they come to school on a tally chart and interpret the data to provide more details; for example, "Less people travel by scooter". Questioning of pupils is good and pupils are encouraged to explain their thinking and to learn the correct terms to enable them to talk about their work.
76. By the end of Year 6, pupils have gaps in their understanding of the basic skills of number, and their mental mathematics skills are underdeveloped. This is due in part to teaching in the past but also the majority of pupils in this group are lower attaining. Usually work is set at a suitable level, based on pupils' prior attainment, and pupils make satisfactory and sometimes good gains in their learning. For example, careful questioning of higher attaining pupils encourages them to think more carefully and explain their methods of working. This results in good learning as they work with greater speed and accuracy when mentally adding two two-digit numbers up to 100. Pupils use rounding up or down to the nearest ten to speed the calculations. Higher attaining pupils have a satisfactory knowledge of multiplication facts, which they apply when multiplying two two-digit numbers. Lower attaining pupils' knowledge is not yet secure and there are clear weaknesses in their understanding and knowledge of written methods of multiplication and division. Higher attaining pupils add and subtract decimals to two places but do not fully understand how to multiply or divide by a single digit. Other pupils do not fully understand the significance of place value when carrying out these calculations with decimals.
77. Pupils in Year 6 are developing an understanding of how to find the mean, mode, and median of a set of data in a simple database. Teachers make good use of technical vocabulary when talking to pupils about mathematics. They encourage pupils to learn and to use the terms when explaining their work. For example, they recognise parallel and horizontal lines and are becoming more familiar with the vocabulary associated with shape and space.

78. In Years 1 and 2, careful marking and accurate lesson evaluations are effective in guiding planning for the next stage of learning. The careful match of tasks and activities to the needs of the different ability groups within the class enables all pupils to make steady progress in their learning. This is not always so: in Years 3 to 6 teaching is unsatisfactory when tasks are too difficult or too complicated. As a result pupils become confused and the lower attaining pupils struggle to learn. Marking at Key Stage 2 does not provide pupils with sufficient information about their learning or guidance on how they can improve.
79. For the most part, pupils with special educational needs are fully involved in lessons due to the additional support that they receive. Teachers use learning support staff well in most classes to help pupils learn more effectively. However, the skills of questioning vary, most noticeably in the upper school, and sometimes learning support staff do not always alert the teacher to the fact that pupils sometimes find tasks too difficult. Generally teachers explain things clearly and pupils start tasks confidently because they know what they are expected to do and learn. This is more effective in Years 1 and 2. Teachers seek to involve all pupils in the mental mathematics session through practising counting skills, directing and sometimes matching their questioning to individual pupils.
80. Assessment is better than it was at the time of the last inspection. The school uses information gained from the analysis of tests results and the school's own assessments to focus support for those pupils who need extra help with their work. The support provided by learning support assistants is helping to raise standards in the numeracy sessions.
81. ICT is used to help pupils handle data. For example, pupils in Year 6 collected information from pupils in other classes using tally charts. Pupils inputted this information onto a database program. They printed off different types of graphs and wrote about their findings. Younger pupils use programs that help them match colours, shapes and objects to the correct numbers and this helps them to consolidate their mathematical knowledge and understanding.

SCIENCE

82. Whilst standards are not as high as at the time of the last inspection, all pupils, including those with special educational needs, are making satisfactory progress. By Year 6, standards are well below average because pupils sometimes find it difficult to describe scientific ideas both verbally and in writing. Last year the two higher attaining pupils in the current Year 6 were taught with older pupils and by a science specialist; they did as well as expected. The remainder of the year group did not learn so well because teaching was not effective in developing pupils' scientific understanding and this has led to gaps in pupils' knowledge. The more recent strong focus on practical and investigative science is helping these pupils to improve their understanding of scientific processes and their progress since the beginning of the term is satisfactory.
83. By the end of Year 2 standards are below average. Pupils can name the main external parts of the body and understand something of healthy living: for example, that eating too much sugar is bad for the teeth. They produce very simple labelled diagrams of plants and know that plants require light and water to make them grow. Teachers give pupils good opportunities to learn about different scientific ideas through exploring the school buildings and grounds. As a result of their exploration they are more observant and curious. Pupils enjoy science lessons and participate enthusiastically in practical activities. They are willing to learn from each other and work well together. Pupils with special educational needs make good progress in these lessons because they are well supported and fully involved in lessons. They correctly identify objects that are sources of light. When exploring the school to find different sources of light, good questioning by the teacher and learning support assistant helped pupils make the distinction between light sources and reflection.
84. The teaching of science is satisfactory with some good features. Planning for experimental work has improved and by the end of Year 6 pupils know how to carry out scientific

investigations. The adoption of a standard approach for recording their investigations has helped pupils to gain a satisfactory knowledge of how to write up what they did and what they found out. Their work shows that they have some experience of making predictions although these are not always recorded, nor comparisons made with the actual outcomes of an investigation. They have learned about the principles of a fair test but make little reference to these when explaining their experiments. Work is not always marked in Years 5 and 6 and so any problems the pupils experience are not noted quickly enough and work adapted as a result. Pupils are developing an understanding of micro-organisms and have carried out investigations to discover the conditions under which mould grows on bread. Teachers use effective questioning to develop pupils' understanding and make them think hard. For example, the good review of earlier work developed pupils' understanding of how shadows are formed, that light travels in straight lines and that it is reflected from shiny surfaces. Pupils are interested in their work and concentrate well during whole-class discussion sessions. They are keen to learn, and respond well to the teacher's encouragement to use the correct scientific vocabulary, although they do not find it easy to communicate their ideas clearly.

85. Teachers generally plan lessons well and give pupils stimulating activities that capture their interest and encourage them to extend their knowledge and understanding. The good use of investigative and experimental science helps pupils to improve their enquiry skills. However, the experiments are mostly teacher-directed and pupils do not have enough opportunity to develop independent skills of planning and carrying out an investigation. Teachers take care to teach and consistently use scientific vocabulary to promote learning. In Years 1 and 2 the good use of learning support assistants ensures that all pupils, including those with special educational needs, can participate fully. Since the last inspection the school has adopted the national guidance to ensure a more structured approach to covering the requirements of the science curriculum.
86. Pupils use ICT satisfactorily to research scientific information. They find it helpful to use the Internet or CD-ROM encyclopaedia because they can quickly find up-to-date information and use this to further their scientific knowledge and understanding.

ART AND DESIGN

87. Standards in art have been maintained since the time of the last inspection and are broadly similar to those expected nationally by Year 6; pupils' achievements are satisfactory. No lessons were seen in Years 1 and 2 and only two across Years 3 to 6. Insufficient evidence prevents secure judgements being made upon standards by Year 2 and about the quality of teaching throughout the school.
88. As at the time of the last inspection, pupils experience a wide range of materials to develop their artistic skills. This includes working with paper, paint, clay, pastels, pencil, ink and papier mâché. They have sound opportunities to make direct observations such as their ink drawings of plants in Year 6 and, to use their imaginations, for example, when making batik prints of patterns in nature. Pupils in Key Stage 2 use sketchbooks to develop their ideas and to build up information to use in later designs. They use these successfully in their own work when they design, for example, weird and wonderful chairs for imaginary characters. Artwork is used to good effect to brighten, for example, the school hall. Some expressive chalk drawings capture the mood of *West Side Story* and the brightly coloured figures almost seem to move against the black background.
89. Teaching has some distinct strengths and this shows in the way information is explained to pupils. Because of this, pupils understand how to design for a purpose and the importance of having a clear starting point. This ensures that they know what is expected and, because teaching explains the process in small manageable steps, pupils are eager and ready to start work. Links with history and literacy and ideas developed through homework give real purpose to the task and inspire the pupils. They are excited by the idea of making a 'magical chair', for

example. The lower attaining pupils and those with special educational needs have good support from adults and they sound out their ideas and test their designs, getting good encouragement to adapt and refine their drawings. However, some lower attaining pupils would have benefited from an outline to help them with the structure of the chair and the planning could have been sharper in identifying where pupils might need extra help and so provide resources to meet their needs.

90. In Year 6, teaching makes sure that pupils are well prepared for the work. A short recap on a previous art lesson reminds pupils about tone and shading and allows for the reinforcement of technical terms. Some useful links with science allows pupils to show their scientific knowledge when they discuss the difference in the reflection of an object in a concave or convex mirror. The pupils really enjoy the prospect of developing their self-portrait by looking at their reflection in a spoon. This prompts full attention on what they are doing, talk is lively and interest heightened as a result. The pupils show good attention to line, and teaching reminds them to draw what they see, not what they would like or expect to see. This sharpens pupils' powers of observation and they produce some good quality drawings. Throughout, teaching encourages pupils to be bold, to evaluate their work and to consider how it might be improved. Where teaching recognises improvements can be made, careful questioning enables pupils to view their work critically and suggest improvements. Teaching is very effective because pupils feel their efforts are valued and they become much more analytical in assessing their work. All pupils, including those with special educational needs, put a great deal of effort into their work and they are happy to share their ideas. There are some gaps in the pupils' skills, which go back to the disruption to learning in previous years. Some do not hold paintbrushes correctly or know something as basic as mixing paint to make realistic representations of skin tones. Pupils use photography to record examples of their work, such as their woodland sculptures, and to compile a record of their experiences of working with different materials.

DESIGN AND TECHNOLOGY

91. No design and technology lessons were seen during the inspection so it is not possible to make judgements on the quality of teaching. Very little of pupils' completed work was available to judge standards across the school. The curriculum plan shows that the subject is taught in all classes.
92. Pupils in Years 1 and 2 experience suitable practical tasks, a range of materials and different types of techniques. By the end of Year 2, pupils investigate different products to help them design and make models. They use their investigation of levers to help them make moving pictures. They know and describe the materials and tools used in the making, and how the 'split pin' allows the movement to work. The teacher's evaluation of pupils' work indicates that they have limited prior skills and need a lot of prompting to come up with ideas and organise themselves. It also recognises that pupils need to be encouraged to take more pride in their work.
93. By the end of Year 6, pupils have gaps in their knowledge and skills. They understand the need to create a plan to help them achieve their aims. They produce labelled drawings to show details of their designs and they make suggestions for the order and method of making. However, they do not apply this approach consistently to the various projects that they undertake. Some projects, such as the making of cars, are very teacher-directed and give pupils little opportunity to explore and develop their own creative ideas.
94. At the time of the last inspection there was no adequate guidance for the teaching of the subject and the requirements of the design and technology curriculum were not fully met. The school now uses the national guidance for design and technology and planning meets the requirements. The subject features in the school development plan as a priority for review in the near future.

GEOGRAPHY

95. The school's provision for geography has improved since the last inspection. It now uses the national guidance for geography and the curriculum meets the requirements of the National Curriculum at Key Stage 2. There are, however, still gaps in the knowledge and experiences of Year 6 pupils as a consequence of the turbulence last year associated with staffing. Although only one lesson was observed during the inspection, evidence of pupils' work indicates that standards are below national expectations at both key stages. However, pupils' achievement is satisfactory in relation to their prior attainment; including those with special educational needs.
96. By the end of Year 2, pupils are familiar with maps of the locality. They develop a satisfactory understanding of the concept of an 'aerial view'. They use their knowledge of Bawdeswell to create a tabletop map of the village. Opportunities for fieldwork help them to distinguish between human and physical features of a place. The travels of Barnaby Bear help them to become aware of places beyond their own locality. They carry out surveys to find out information about how pupils in the class travel to school. They record the data on a chart and analyse it to answer questions such as, "Which is the most popular form of travel?"
97. By Year 6, pupils have further developed their mapping skills and use Ordnance Survey maps to explore features of a locality different from their own, for instance Grasmere in the Lake District. They draw bar charts to show the rainfall in that area throughout the year and the number of days of sunshine each month. Pupils are beginning to recognise the effect that water can have on the landscape but some are uncertain about how water can actually change it. They identify some ways in which it is used for work and carry out an audit to show their family's use of water. However, their writing is superficial and does not discuss issues such as wasting water, or how reducing consumption might improve the environment. Pupils understand aspects of the water cycle.
98. The quality of teaching in the one lesson seen was very good. The teacher planned enjoyable and interesting activities, which built on pupils' previous learning. The teacher was clear about what she wanted pupils to learn and good questioning kept them focused on the geographical skills they were to develop. Pupils' learning was good because the lesson was well managed and they were interested and worked hard.
99. The marking of Years 5 and 6 pupils' work has been minimal and contains no constructive comments to focus pupils' attention on geographical issues or to set targets for improvement. ICT features when pupils are learning about directions, for example to guide the 'turtle' on the screen.

HISTORY

100. The school's provision for history has improved since the last inspection. It now uses the national guidance for this subject and the curriculum meets the requirements of the National Curriculum at both key stages. Only one lesson took place during the inspection, thus it is not possible to make an overall judgement on the quality of teaching. Much of the work in Key Stage 1 is done orally but evidence from the lesson and pupils' past and present work at Key Stage 2 indicates that standards by the end of Year 6 are below national expectations. However, pupils' achievement is satisfactory in relation to their prior attainment; including those with special educational needs. There are, however, still gaps in the knowledge and experiences of Year 6 pupils as a consequence of the weaknesses in teaching in previous years.
101. Many aspects of the work from the units identified for the present Year 6 in the school's curriculum plan were covered only superficially last year and there are many examples of written work that is incomplete or not done. Current work shows that pupils are beginning to

explore historical issues in greater depth. Pupils' ability to communicate information clearly is affected by the low level of their writing skills. The demands made on pupils in terms of recording information are variable. At an appropriate level is the task of writing in the role of a Victorian worker. Higher attaining pupils manage to get across the unpleasantness and dangers of working at a mill. Other tasks undertaken last year, such as labelling and cutting and pasting photocopied pictures of artefacts into their books, are undemanding.

102. By the end of Year 6, pupils show understanding and knowledge of the key events and people in the periods of history studied. However, they give only limited explanations regarding the consequences of events and changes. They make few comparisons between different periods.
103. The quality of teaching in the lesson seen was satisfactory. The activities helped pupils to become more aware of the importance of chronology and use the time conventions BC and AD to locate the dates of the Roman invasions, occupation and Boudicca's revolt. The lesson also gave pupils an opportunity to use resources such as the 'Roman Record', a newspaper chronicling events from the period and a CD-ROM for research.
104. Good opportunities exist outside the classroom to enrich pupils' historical knowledge and skills, for example, the visit to Great Cressingham National School where pupils dressed in costume and experienced life as Victorian schoolchildren for the day. Their thank you letters show that they greatly enjoyed the day and gained considerable benefit from the experience.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

105. Standards in ICT are below expectations by the time pupils leave the school; pupils' achievements are satisfactory. No direct teaching of ICT was seen during the inspection and evidence was collected in discussions with pupils and by observing them working with ICT across year groups and subjects. Teachers now check that pupils have equal and appropriate access to ICT, an improvement since the last inspection. This ensures that pupils have the chance to practise their skills and develop their ideas through access to the Internet and other research programs.
106. Pupils in Year 1 use computers confidently in the course of their work. Their use links in well with the work being taught in the class. In literacy sessions, pupils use programs that allow them to practise their knowledge of individual letter sounds. Higher attaining pupils type in short words or attempt to write their name and have great fun when the computer 'talks' to them. They are developing a secure understanding of how to use the mouse to click and drag objects on the screen. The computers in the youngest class are almost always in constant use and pupils confidently start work without the help of an adult. When adults help pupils, their instructions are clear and they reinforce the use of shortcut keys to make the use of the computer more effective. By Year 2, pupils build on these skills satisfactorily. ICT is planned for and used effectively to support pupils with special educational needs. This provides access to the curriculum and allows pupils to express their ideas with the help of adults.
107. Throughout Key Stage 2, pupils continue to use ICT to help them with work in other subjects. In Years 3 and 4 they research significant dates from the Roman period to help their historical understanding. In literacy, they highlight key words in sentences to help them with their reading skills. They are developing a satisfactory understanding of how some programs can simulate real-life situations and use their understanding of turning and the degrees in a right angle to make the 'turtle' move on screen. They find this quite difficult because they have not yet got a secure understanding of what, for example, 60 degrees might look like. By Year 6, pupils use videos to aid their understanding of the works of Dickens. They find it really useful because they say, "It brings the characters in stories to life and we can compare what is written with how it is shown on screen". Pupils collect information and input data in a database program. They talk eagerly about this work and say how they are able to print off different types of

graphs. They understand that ICT can save time and store enormous amounts of information and this saves space and time because it can be accessed much more quickly than from books. They have a clear understanding of the use of ICT in the wider world and how e-mails, telephones, facsimile machines and the Internet allow people to communicate quickly and over large distances. Whilst these areas of understanding are secure, generally pupils do not spend enough time developing and refining their ideas and organising, for example, text and images. Photography is used as a means of recording events. Pupils have had some opportunities to use digital cameras but as yet this is not a regular feature of their work.

MUSIC

108. It is not possible to judge overall standards in music at either key stage because of insufficient evidence. However, in singing, pupils achieve standards that are broadly in line with what is expected and make satisfactory progress. They sing hymns such as *We mustn't forget* and *If you're black or white* with a satisfactory tone. They match their voices satisfactorily to the melody and sing rhythmically, keeping good time with the guitar or taped accompaniment. Pupils are encouraged to clap or tap in time to the beat of the music playing at the start of assembly. They enjoy accompanying music such as a Radesky March and their response demonstrates a good awareness of beat.
109. Planning for pupils' learning in Key Stage 1 is well structured. It provides them with a balanced programme of musical activities that combine performing, composing, listening and responding. They explore ways of producing sounds made on percussion instruments and with their voices and bodies. They understand the need to control sounds and practise by playing musical games such as 'Quiet as a mouse'. Pupils name the instruments they play and use the terms loud and quiet and fast and slow when talking about music. They recognise that by varying the combinations of these musical elements different effects can be created.
110. Year 6 pupils worked in different class groups last year and did not cover all the same work. Two of the ten pupils had good opportunities to develop their composing skills. They explored and combined voice and instrumental sounds to create a short piece, which gave the impression of space. They extended their knowledge and understanding of rhythmic patterns and notation to improvise their own repeating pattern. Pupils also had opportunities to respond to music and express their own ideas through movement. For other pupils in this year group, the focus was on performing, particularly singing. Pupils enjoyed the repertoire and sang songs such as *Hand Jive*, which they accompanied with the appropriate actions. There were some opportunities to play instruments to accompany known tunes but insufficient time was allowed for pupils to compose their own music. Work being undertaken this term also focuses on singing.
111. Since the last inspection provision for music has improved because music is now taught in all year groups. There is some specialist teaching taking place. The teacher is currently working with the youngest pupils. There are opportunities for pupils to take recorder and piano lessons. Whole-school musical productions give pupils the opportunity to experience taking part in a large-scale production. The school also participates in the local schools' music festival. Videos and tape recorders are used to record pupils' performances. This allows them to evaluate their musical performance whether it is playing instruments or singing.

PHYSICAL EDUCATION

112. It is not possible to make a judgement on standards in physical education because only two dance lessons and one games lesson were seen during the inspection. This prevents a secure judgement being made upon the quality of teaching in physical education as a whole.
113. In dance, pupils in Year 1 are developing an understanding of the vocabulary of movement. They respond well and move with developing control and poise. They interpret the words of

poems and their movements suggest falling leaves as they twist and turn their bodies. They use their hands and arms to reach high and low and change the speed of their movements as the tone of the teacher's voice rises and falls. Their movements are imaginative and some of the higher attaining pupils begin to build up a pattern of movements. Both boys and girls take part willingly and enjoy the activity. As at the time of the last inspection, pupils' attitudes are good. They listen well and this reflects in the quality of their movements and the interpretation of the poem.

114. By Years 3 and 4, pupils build on these experiences. They know what is expected of them and they come in quietly to the hall and wait sensibly, ready to start work. Teaching ensures that there is a suitable warm-up period and pupils know that this is to ensure they do not damage muscles or injure themselves. In this lesson boys are the more adventurous and creative. Boys are bolder in their movements, girls more thoughtful. All pupils make good attempts to move imaginatively to the music, heaving or swaying to the beat. Even though the teacher gives good encouragement and instructions are clear, pupils find it difficult to use all of the space around them or to rise and fall, stretch and curl in time to the music. Some of their movements are quite stiff and, even after practice, they do not improve their dance. Teachers praise pupils but sometimes the quality of the movement does not merit this, although the pupils' effort does. This does not help pupils to improve their performance but does build their self-esteem.
115. In hockey, teaching ensures that pupils are fully aware of the rules of safety and pupils listen attentively. They try hard and have good opportunities to practise and refine their skills. Pupils are quick to respond to instructions because teachers manage them well and they know what is expected of them. Pupils want to do well and succeed and by the end of the lesson take part in a short game. Competitive spirit is high but skills are used well and pupils play carefully and at a good pace. The physical demand of them by teachers is good and pupils do well as a result.
116. Pupils have a chance to experience the full range of physical activity. Older pupils go swimming. The outdoor and indoor facilities are suitable for all types of physical activity. Indian dance workshops give pupils the chance to learn about how other cultures express themselves through music and dance. At present, ICT is not used to help pupils improve their work but photographs are kept of their experiences, such as taking part in the Indian dance workshop.

RELIGIOUS EDUCATION

117. Standards in religious education at the end of Year 2 are close to the expectations of the locally agreed syllabus. Achievement of all pupils, including those with special educational needs, is satisfactory in relation to pupils' prior attainment. At the end of Year 6, standards are below the expectations because pupils have gaps in their knowledge and understanding. Teaching last year did not ensure that pupils covered work in enough depth.
118. By the end of Year 2, pupils have a sound awareness of the importance of belonging, especially to a family. They understand there are different types of community and that people can belong to more than one. They are aware that there are other religions besides Christianity. Pupils understand that people celebrate special events and know what is meant by the term 'baptism'. They are happy to talk about what they know and think about religions. They are able to describe in simple terms what happens at a baptism. Pupils in Years 3 and 4 develop their understanding of prayer, what it means to people and how it is used. They have thought carefully about the content of the prayers they have written. These show thoughtful reflection on care for others and on their own qualities as a person.
119. By the end of Year 6, pupils have increased their knowledge of Bible stories. They have a satisfactory understanding of the Ten Commandments and can see how some of these rules

relate to their own lives. They are confused about whether the Commandments came from God or Jesus. They know that the Bible consists of two books, the Old and New Testaments, but are uncertain about the place of each in the development of Christianity. Stories in assembly contribute to pupils' learning in religious education. Pupils show real interest in discussing issues arising from stories such as the Prodigal Son. They raise questions about fairness and feelings of jealousy and are prepared to listen respectfully to each other. The only time pupils were seen to behave unsatisfactorily during the inspection was in religious education because teaching did not manage the group well. Pupils were inattentive and talked amongst themselves.

120. No judgement on the quality of teaching can be made because only one lesson was observed during the inspection. The planned curriculum is in place, an improvement since the last inspection, informed by the locally agreed syllabus, but pupils' learning about other important world religions is too limited by Year 6. Consequently they do not have enough knowledge to be able to make comparisons between religions or to develop appropriately their awareness of similarities and differences. This is an area of knowledge that has deteriorated since the time of the last inspection and slows pupils' overall progress.