

INSPECTION REPORT

**SWAFFHAM BULBECK C of E PRIMARY
SCHOOL**

Swaffham Bulbeck, Cambridge

LEA area: Cambridgeshire

Unique reference number: 110797

Headteacher: Mrs Donna Cornwell

Reporting inspector: Mr P Mathias
21945

Dates of inspection: 24th - 25th June 2002

Inspection number: 195769

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 & Junior School

School category: Voluntary controlled

Age range of pupils: 4 –11 years

Gender of pupils: Mixed

School address: 84 High Street
Swaffham Bulbeck
Cambridge

Postcode: CB5 0LX

Telephone number: 01223 811595

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Geoffrey Datson OBE

Date of previous inspection: 10th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21945	P Mathias	Registered inspector	Mathematics Science Geography Physical education Foundation stage Equal opportunities	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9146	M Brennand	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
14706	B Knowles	Team inspector	English Art Design and technology History Special educational needs	How good are the curricular and other opportunities?
18498	D Morris	Team inspector	Information and communication technology Music Religious education	How well does the school care for its pupils?

The inspection contractor was:

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Inspection Quality Division
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33 Kingsway
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Children enter the reception class with the full range of abilities. Overall, they have average levels of basic skills. In classes at eleven years of age standards are above average in English and average in mathematics and science. Currently standards in art and history are above those expected nationally. Standards are in line with expected standards in all other subjects of the National Curriculum. Standards in religious education are in line with those set out in the locally agreed syllabus. Standards in literacy and numeracy reflect the same pattern as in English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic. They enjoy their lessons. They like school.
Behaviour, in and out of classrooms	Satisfactory. Generally pupils behave well. However, in some circumstances a small minority of pupils do not always give of their best or take part willingly.
Personal development and relationships	Good. Pupils are friendly and courteous. They accept responsibilities willingly and act maturely.
Attendance	Good. Procedures are thorough and well supported by parents.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Satisfactory

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

The quality of teaching is satisfactory. In all lessons seen it is satisfactory or better. In a very small number of lessons teaching is very good. In just over half the lessons seen the teaching is good and in just under half the teaching is satisfactory.

The quality of teaching in English is good and teachers have a firm understanding of the literacy strategy. The teaching of mathematics is good and all teachers plan carefully in similar ways to meet the objectives of the literacy and numeracy strategies. The teaching and support for children with special educational needs is good and this enables them to play a full part in their lessons. There are no pupils with English as an additional language currently in the school. Appropriate arrangements are to hand to support any pupils who may join the school in the future with other home languages.

In the best lessons teachers plan carefully so that the lessons begin purposefully. The teachers have good subject knowledge and use this to set good examples for the pupils to follow. The teachers hold pupils' attention well by the dramatic way scenes are described. The work set is carefully matched to challenge all the different abilities in the classes. Pupils are fully involved in the lessons and work hard. They co-operate well with their teachers and are anxious to please them because they know that their efforts are valued.

Where teaching is satisfactory but has some weaknesses, the work is not carefully matched to the different abilities of pupils. Because the accommodation is cramped the teacher is unable to develop the lesson so that all children do not gain an appropriate amount of experience at first hand. The teachers do not follow through the school's behaviour policy consistently and rigorously so that in a few instances pupils' standards of behaviour are allowed to fall from the normal high expectations which the school sets for them. The pace of learning is mundane and the lesson lacks interest for pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school plans successfully to ensure that the curriculum is wide and interesting and meets statutory requirements, but opportunities to teach information and communication technology in other subjects are sometimes missed. It is very well supported by the local community.
Provision for pupils with special educational needs	Consistently good across the school. Work is carefully matched to the pupils' needs. Procedures are well set out and followed.
Provision for pupils with English as an additional language	No pupils have English as an additional language. Suitable arrangements are available if required.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal, including spiritual, moral, social and cultural development is all good. There is an appropriate range of activities outside the taught curriculum including music and team games.
How well the school cares for its pupils	Good. Procedures for maintaining and supporting pupils' academic progress and personal development are good. Child protection is thorough. Procedures for monitoring attendance are appropriate and effective.
Partnership with parents	Very good, a strength of the school. Parents are very positive in their support of the school and this has a good impact on pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a well-informed and active lead to staff; there is a strong determination to build on the school's successes and to raise standards further.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties well and is very effective. It has a very clear picture of the strengths and weaknesses in the school.
The school's evaluation of its performance	The headteacher evaluates the information the school receives from national and local resources carefully to look at the performance of individual pupils in national tests and other initiatives. Currently some, but not all, subject co-ordinators have had opportunities to look at teaching and learning in their subjects. The school has plans for all co-ordinators to have similar opportunities in the future.
The strategic use of resources	Good overall. There are very good procedures to establish what the school's financial planning and expenditure has achieved in terms of the educational outcomes intended. The school uses grants and additional funds well. There is a very good match of teachers and support staff to the needs of the curriculum. Generally the accommodation and resources for learning are good and are well used. However the accommodation for children in the reception class is limited.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• My child likes school.• The progress my child makes at school.• The quality of teaching.• They feel confident about approaching the school.• The school is well led and managed.	<ul style="list-style-type: none">• The amount of homework.• The range of activities outside lessons.

In response to the 82 questionnaires sent out 40 were returned. The evidence of the inspection confirms parents' positive views of the school. Parents rightly believe that the school is well led and managed. However, some parents were concerned about the quality of homework set and the range of out of school activities available to their children. The evidence of the inspection supports the view that there is an appropriate amount of homework and there are good opportunities for pupils outside lessons.

A meeting was held between the Registered Inspector and parents. Eighteen parents were present. Parents expressed on the whole positive views of the school. They felt that the school had improved particularly in its facilities for information and communication technology and for physical education.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Generally pupils enter the school with the full range of abilities. Overall, they have average standards. Standards generally are average by the age of eleven. During the inspection there was no significant variation between the performance of boys and girls, although between 1999 and 2001 at the age of eleven girls attained better than boys in English and mathematics but boys outperformed girls in science. In the same period at the end of Year 2 assessments for seven-year-olds, girls attained higher standards in mathematics than boys. In reading and writing their results were about the same.
2. In the 2001 assessments of seven-year-olds, standards were well above average in reading, writing and mathematics when compared to schools nationally and when compared to schools broadly similar. Since 1997 standards have varied considerably in these assessments as they have also varied in the national tests for pupils aged eleven at the end of Year 6. Because the number of pupils who sit these assessments and tests are small, the performance of one or two pupils can have a significant impact on the overall performance of the school. In the 2001 national assessments for eleven-year-olds, standards in English and mathematics were below average. In science standards were well below average for schools nationally and for schools considered to be broadly similar. When these pupils' performance is compared to what could be reasonably expected of them based on the standards they reached when aged seven, four years previously, their performance was well below in English and science and below in mathematics. When these results are looked at more closely it is clear that individual pupils attained appropriately for them. The overall trend of improvement in pupils' standards in the period between 1997 and 2001 is broadly in line with the national trend.
3. Recently the school has given close attention to identifying where pupils generally experience difficulties in these assessments and tests. As a result of this analysis there have been well thought out initiatives such as those giving greater attention to the skills of writing, which are now beginning to have a positive impact on pupils' standards at the end of Year 6. There is strong evidence to suggest that results in the tests for eleven-year-olds in 2002 are much higher than they were and an above average percentage of pupils attained higher standards than those expected. Currently the school is well on the way to exceed the targets it is setting for itself in these tests.
4. Children enter the reception class with levels of basic skills, which are typical of children of this age. Despite the limited accommodation and because the quality of teaching they receive is generally good, they make at least expected progress and all are ready to begin the national curriculum by the age of six. Standards at the end of Year 2 are average in English in speaking and listening, reading and writing. Standards in mathematics and science are average. At the end of Year 6 standards in English are average in speaking and listening and above average in reading and writing. In mathematics and science standards are average. While the school has given effective attention to raising standards in pupils' writing, insufficient emphasis has been given to raising standards further in the areas of using and applying mathematics and scientific enquiry. The school has already recognised these as areas for future attention. Standards in literacy and numeracy are the same as those found broadly in English and mathematics and these initiatives are having a positive effect on raising standards.

5. In English by the end of Year 2 pupils speak confidently and are able to express their own opinions. Within Year 3 to Year 6 pupils discuss issues sensibly and older pupils in Year 6 are able to contrast well orally poems by different poets. While pupils generally listen well, occasionally some pupils lack the willingness to concentrate sufficiently, and this has an adverse impact on their standards. In reading by the end of Year 2 pupils have a secure understanding of the sounds letters make and are able to use these skills to read confidently. By the end of Year 6 pupils are fluent, expressive readers who enjoy reading a wide range of literature. By the end of Year 2 in writing pupils write in sentences and are beginning to write for different purposes. By the age of eleven many express their ideas clearly and have a good understanding of how to write in different styles. They write fluently and nearly all take a pride in presenting their work neatly.
6. In mathematics within Year 1 and Year 2 pupils are able to recognise how to do simple problems. They are able to tell the time and record their results with increasing accuracy. They are able to organise numbers in series and are beginning to understand the meaning and use of simple fractions. Within Year 3 to Year 6 pupils are able to perform mental tasks such as doubling and halving quickly and accurately when dealing with numbers within 100. They are able to record information, for example in simple block graphs. They are beginning to understand how to carry out calculations using number and money. However, pupils' skills in using and applying mathematics in a variety of different situations are under-developed, as is pupils' ability to use information and communication technology in mathematics.
7. In science, pupils from Year 1 and Year 2 know how to make a vehicle accelerate and decelerate. They know the importance of a healthy diet for example when planning a picnic to the seaside. Older pupils in Year 3 to Year 6 are able to describe the differences between vertebrates and invertebrates. They understand how friction is measured. They are able to describe what happens when a spring is compressed. They are able to draw using symbols, electric circuits which are in parallel and in series. However they do not appreciate fully the impact of constants and variables in an experiment and have limited skills in how to conduct investigations.
8. Standards in information and communications technology are in line with those expected. This is an improvement since the time of the last inspection. However, these skills are not applied sufficiently in other subjects, which the school has identified as a priority for future attention.
9. Standards in art and history are at expected levels at the end of Year 2 and above expected levels at the end of Year 6 and have improved since the time of the last inspection. This reflects the school's commitment to providing a wide and interesting curriculum and to the interests and enthusiasm of the teachers. Standards in physical education have also improved. They are now in line with expected standards when at the time of the previous inspection they were below. The facilities for this subject were a key issue at that time. Facilities are now good, which is having a positive impact on what pupils are able to achieve. Standards at the end of Year 2 and Year 6 in design and technology, geography and music are in line with those expected nationally as they were at the time of the last inspection. In religious education as before, standards are in line with those set out in the locally agreed syllabus.
10. Pupils with special educational needs achieve standards, which are appropriate for their age and prior attainment. They are well supported in classrooms by teachers and learning support staff so that they make good progress towards the targets in their individual education plans. This support is particularly effective in English and

mathematics. In other subjects, teachers spend extra time with pupils to ensure success. Work is usually matched carefully to pupils' needs.

Pupils' attitudes, values and personal development

11. Since the last inspection the school has maintained a happy and stable environment in which pupils are encouraged to build good relationships and are given every opportunity to develop responsible attitudes. For the most of the time they behave well but there is occasionally an undercurrent of disrespectful behaviour by a small minority of pupils.
12. Pupils' attitudes to the school are good. During lessons they demonstrate good levels of enthusiasm and discussions with pupils indicated that they have a high regard for the school. Nearly all pupils arrive on time and registration provides a calm and orderly start to the day.
13. Behaviour is satisfactory. In the majority of lessons observed it was good, as it is in the playground at break and lunchtime. However in a number of lessons children were observed talking when the teacher was talking and were also prone to shouting out answers. In addition during assemblies some older pupils do not take part willingly. No incidents of bullying or racism were observed and conversations with pupils and parents confirmed that such occurrences are very rare. There are currently no exclusions.
14. Relationships are good. In the playground, at lunch in the dining room and in class pupils were friendly and courteous to one another. In reception children demonstrate an ability to share resources and take turns and by Year 6 pupils can discuss issues in a mature way. The school council provides an excellent opportunity for personal development making this aspect good. Year 5 and Year 6 pupils are responsible for minute taking and chairing the meetings and the headteacher has been impressed by the responsible way in which pupils have considered issues, which can help to improve their school. Other roles such as managing the fruit tuck shop, acting as door monitors and setting up equipment before assembly provide further opportunities for taking responsibility. Overall pupils show respect for differences in other people's values and beliefs.
15. Attendance at 95.9% for the current academic year is good. Parents are generally quick to report any absences, which means that the school is not required to spend a disproportionate amount of time following up absences.
16. Pupils with special educational needs enjoy the activities planned and have very good attitudes to learning. Most pupils behave well. They wish to succeed and take a pride in their work. Most have good self-esteem.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching is satisfactory and is better than at the time of the last inspection. Across the school the teaching is never less than satisfactory. In about half the lessons the teaching is good. In a small number of lessons teaching is very good. Teaching in the reception class is good and helps to overcome some but not all of the difficulties the limited accommodation for these pupils creates. Teachers carefully plan to meet the needs of these children. This was a weakness at the time of the last inspection.
18. The teaching of English literacy is good and lessons are planned well to meet the structure of the literacy hour. Teachers have a good understanding of how to teach reading and how to improve pupils' writing. The national numeracy strategy is implemented well and the school regularly measures pupils' attainment through a variety of assessments. The teaching of mathematics is good. Pupils increasingly benefit from the careful analysis teachers make of this information, for example in the apparent big improvement in the end of Year 6 tests in 2002.
19. Across the school where teaching is good and occasionally very good, lessons start with a strong sense of purpose because the teachers have planned carefully what is to be taught in the time available. Pupils are made clearly aware of the aims of the lessons and what is expected of them. The teachers set good examples for their pupils to follow for example in a physical education lesson the teacher demonstrates the skills of rolling a ball into the path of a runner well so that all pupils know the standard they should work hard to reach. There are warm and constructive relationships between the teachers, adult helpers and pupils. The pupils wish to please their teachers. The teachers show good subject knowledge and have infectious enthusiasm for what they are teaching, for example in a lesson about the Tudors. They hold pupils' attention well by the vivid and dramatic way a topic is introduced. As a result pupils listen attentively and follow their teachers' instructions carefully. The teachers take opportunities well to encourage pupils to say more. Support assistants and other helpers are used effectively and work closely with teachers to provide well-focused assistance to individual pupils. In the best lessons the work is well matched to the different abilities of pupils in the class so all are appropriately and increasingly challenged. The teachers successfully encourage their pupils to think critically at the end of lessons about what they have learnt and what they need to do to improve further.
20. Where teaching is satisfactory but has some weaknesses, the teaching does not take sufficient account of the different ages and abilities in the classes so that some pupils are under or over challenged. In some circumstances the teacher does not follow with sufficient rigour the school's systems for promoting good behaviour. As a result in a small number of lessons the normally high standards of behaviour are allowed to slip because the teacher does not deal effectively with a small minority of pupils who are disinterested in their work. In some circumstances the purpose of the lesson is not explained sufficiently so that pupils do not have a clear understanding of what is expected of them and how much they should learn by the end of the lesson. The progress made is limited. While pupils work steadily, they do so without any real sense of enthusiasm.
21. Pupils with special educational needs are taught well. Teachers know their pupils well. Staff are familiar with pupils' individual education plans and try to ensure that tasks are relevant, so that pupils make good progress. Basic skills are taught well. Support staff are used effectively. They maintain careful records of pupils' gains in skills, knowledge and understanding maintained.

22. Across the school the quality of marking is satisfactory and pupils are made aware of what they need to do to improve. Teachers regularly assess pupils' work in English, mathematics and science and use this information well to identify areas of strength and weakness, for example in putting in place strategies to improve the quality of pupils' writing. There are sound arrangements for the setting of homework, which is often closely related to the work pupils are undertaking in their lessons.

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

23. The quality and range of opportunities for learning provided by the school are satisfactory and all statutory requirements are met. The curriculum for religious education is in line with that set out in the locally agreed syllabus. The school successfully includes all pupils with special educational needs in the provision made for their learning. Pupils from all backgrounds and beliefs are supported well. This is a harmonious school, which celebrates, in its rural perspective, a diversity of backgrounds and abilities and within the Christian ethos, welcomes those of other faiths.
24. The curriculum is planned well and sufficient time is allowed for the teaching of all subjects. However, there is an under-emphasis on the areas of using and applying mathematics and investigative science. At the last inspection the provision for physical education was insufficient to meet the national curriculum needs. This has been rectified by the use of the new hall. Policies and schemes of work are in place for all subjects. The two-year planning of the curriculum is soon to be reviewed. A few of the schemes of work are in draft form and learning is planned well to ensure that pupils in the two-year coverage of ages, build successfully on their previous experiences.
25. The provision for pupils' learning in literacy and numeracy is good. The structures outlined in national strategies for the subjects have been applied effectively and are included daily in lessons for English and mathematics. The provision made to use information and communication technology to enhance pupils' learning is good but ineffectively used at present owing to unfamiliarity of staff and lack of suitable software.
26. There are clear guidelines for teachers and support staff to meet the needs of pupils with special educational needs. Pupils are given the same curricular opportunities as others both inside and outside the classroom. Additional support in lessons is carefully considered and relevant to pupils' particular needs.
27. The school makes good provision for pupils' personal development. Good provision is made for health education and pupils learn how to look after themselves. In a lesson, Key Stage 2 pupils discussed safety on the beach related to their study of Hunstanton. Visitors to school contribute well to the programme. For example the school nurse is a regular visitor in school and pupils who want to, can talk to her privately. The link-up with the other local schools means policies can be developed by them together, with great benefit: for example the drugs education policy. There is an appropriate sex education policy.

28. The school has very good links with the wider community through participation in sporting and musical competitions and events. It also draws on individuals in the community for example to support work in religious education. The curriculum is also enriched by links with the secondary school for example to promote a sense of citizenship.
29. As in the last inspection, the provision for spiritual and moral, social and cultural development is good or very good. The vicar is a frequent visitor to the school and there are strong links with the local village church nearby which the school uses regularly. There is a spiritual element in many lessons in school. In religious education lessons children learn to reflect on and appreciate the beliefs and practices of the others by the study of Islam, Sikhism and Buddhism. In their relationship with each other and with staff and the wider community, pupils show maturity, for example when taking part in the School Council and when using the friendship bench where children who are in need of comfort sit and others come and help them.
30. There is a strong moral lead given in school. There is a code of conduct agreed by each class at the beginning of the year and displayed in each classroom. Opportunities outside lessons in sport promote fair play. The knowledge of good and evil and the development of personal values in religious education and assemblies provide strong lead. Moral issues of the developing world are thought about; for example, when a parent involved in Christian Aid comes in to share her experience. Children organised a sale to help poor farming families in Africa.
31. The close community of the village and the surrounding villages is a social unit in itself where feelings of belonging are strong. The school council with a representative from each year group develops democratic ideas. For example one school council initiative was to set up a healthy eating Tuck Shop run by the children and charging 20p per item. This money was well used to enhance playtime games. In class, the development of pupils' social skills is strong. Shared music making in assemblies is well organised. The Jubilee street party, in which the school took part reinforced links with the wider community. There is a strong family atmosphere with the older children looking after the younger ones responsibly. There are good opportunities for pupils to take part in residential visits and to participate in team games.
32. Several themes from different cultural contexts, for example their Kenya topic last year, resulted in a quilt skilfully appliquéd by the children with help from a friend of the school. Village life makes for a strong awareness of the community and children are at present working on a cross stitch design of their village in the four seasons making actual drawings of the houses in the village from which they take their cross stitch design. Art and music from different cultural contexts are learnt about in geography and in art lessons. Artists from different cultural backgrounds form part of their study. Children also visit museums and visits to the school from a variety of people regularly enrich the pupils' experience

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school cares well for pupils' health, safety and welfare. Pupils' educational support and guidance is also good. Both teachers and the governing body ensure that they provide an environment in which pupils' personal and academic development is a priority and is supported by healthy and safe practices. Provision for pupils with special educational needs is good and good procedures for the transfer of pupils to secondary school ensure that their welfare remains a priority.

34. Child protection procedures are good. The headteacher is the recognised child protection officer and her training is up to date. Knowledge of her role amongst staff is good and they have all been informed about the recent legislative changes. Arrangements for health and safety are also good, again monitored by the headteacher. Provision for first aid is very good, there being four qualified first aiders amongst the staff. There are clear notices to support procedures for fire evacuation and the recent building work has ensured that fire doors have been upgraded to the highest standard. During the inspection no health and safety concerns were noted. The school encourages healthy eating through its fruit tuck shop and lunches are of good quality.
35. Procedures for monitoring and improving attendance are satisfactory. Whilst each class teacher monitors registers much of the credit for the high level of attendance is due to parents who ensure that their children attend regularly. They are also quick to inform the school when their children are absent.
36. The procedures for monitoring and improving behaviour are satisfactory. There is a Positive Behaviour Policy, which is aimed at re-enforcing good behaviour with a range of sanctions for bad behaviour. Parents are also issued with a hand in hand booklet, which sets out how the school will manage behaviour and in turn what it expects from pupils. These policies and procedures are good but the lack of rigour in enforcing them is resulting in the examples of unsatisfactory behaviour, which were observed in assembly and a number of lessons. The school has suitable procedures in place to eliminate bullying and other forms of oppressive behaviour. Incidents of bullying are rare and when they occur parents are consulted.
37. Procedures for the assessment of pupils' achievements are good and assessment is well used to inform the next stage of learning. This is an improvement since the previous inspection.
38. In English, mathematics and science, assessment procedures are clear and thorough. Effective use of information and communication technology to record results and identify trends over time is helping to identify strengths and weaknesses within each pupil's achievement. Any area for improvement is targeted quickly and appropriate support given. Analysis of statutory and non-statutory tests is helping teachers to set specific targets that can be monitored and measured over time. Pupils and parents are fully involved in the target-setting process, and this helps pupils to feel well supported. Well-established school portfolios help teachers to measure how well their pupils are doing, and enable effective monitoring of academic progress.
39. Across the school teachers find out what pupils know, understand and can do, by observing and questioning them. At the end of a module of work, usually each half term, a more formal assessment is carried out through discussion. This is helping teachers to build a picture of pupils' achievements as they move through the school, and to raise standards further.
40. The use of assessment to inform the next stage of teaching and learning is good in English, mathematics and science and satisfactory in the other subjects. Teachers know what pupils are capable of, but there are times when not enough different tasks are provided for pupils of differing abilities. This is evident when all pupils in the class undertake the same tasks whatever their age or ability. Because of this, standards in some subjects, such as in information and communication technology are not as high as they could be for some groups of pupils. The monitoring of pupils' academic performance across the school is good. The school now uses a new computer

package to track progress. This is helping teachers to monitor how well each group of pupils is achieving. It also helps in the target-setting process.

41. The procedures for monitoring pupils' personal development are good occurring informally during conversations between parents and staff at the beginning and end of each day. A more formal judgement is made in the annual report to parents. Being such a small school staff know pupils well and they are the first point of contact by the secondary school whenever there are concerns over social issues.
42. Teachers and support staff know their pupils well and ensure that everyone is included in all aspects of school life. The provision for pupils with special educational needs is good and all statutory requirements are met. The school identifies pupils with some degree of special educational needs early and involves outside agencies effectively. Teachers ensure such pupils receive appropriate support. Teachers encourage these pupils to do well. Pupils make good progress towards their personal targets in their individual education plans. The targets are shared with pupils, parents and teachers. Parents are fully involved in regular reviews of their children's progress. Early assessment information is used effectively to plan learning for children under six. Teachers' assessments are detailed and help to identify specific learning needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school's partnership with its parents is very good. Parents are very positive in their support of the school and they rightly believe that it is led well and that it provides a good standard of education for their children. Their only concerns were with the amount of homework provided and the range of activities outside lessons. The inspection finding found that homework is satisfactory and that the provision for extra curricular activities is good.
44. The effectiveness of the school's links with parents is very good. The headteacher is available to see parents at the earliest opportunity. Teachers are also on hand at the beginning and end of the day to meet with parents and chat informally about concerns. At the beginning of each term parents are invited to meet their child's teacher and learn about the topics to be covered during the term. Parents attend assemblies regularly and many support the 'drop in mornings'. Newsletters are sent regularly and are of good quality. The reading diaries are kept up to date by parents.
45. The impact of parents' involvement on the work of the school is very good. Four parents regularly give up time to help out with hearing reading during the day. Others help to ferry pupils to sports events such as to the recent quick cricket tournament. There is a very active Parent Teacher Association, which not only organises a variety of fundraising and social events but also mobilises labour to help improve the environment in the school, for example in improving the outdoor and environmental areas.
46. The quality of information provided for parents, particularly about pupils' progress is good. The school prospectus and governors' annual report to parents are of good quality and meet statutory requirements. Reports to parents on pupils' progress are also good. They are easy to understand. Reports set targets for improvement and there is a tear off slip for parents to comment. There are three consultation evenings per year at which the turnout is good.

47. The contribution of parents to children's learning at home is good. Comments in the reading diaries indicate that they regularly hear their children read. Many parents attend every meeting at which educational intentions are discussed for example, when introducing the literacy and numeracy strategies. Although parents have raised concerns about homework, the school does issue guidance on homework at the beginning of each term.
48. Parents and guardians of pupils with special educational needs are actively involved at all stages of the new Code of Practice and are fully involved in review procedures. They are very supportive of the work of the school and happy with the provision for their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The quality of leadership in the school is good and has improved. Parents rightly believe that the school is well led and managed. The school has made good progress since the time of the last inspection in addressing most of the shortcomings indicated in the last inspection report. For example, the school now has in place longer-term curriculum plans, which enable pupils to build systematically on what they already know and can do. In English, mathematics and science but not in the other subjects of the National Curriculum, there are thorough procedures to assess pupils' progress regularly. This information is well used to help pupils do better. The process of deciding upon priorities for the school development plan is good and involves governors and the professional staff of the school appropriately. Governors now have a very good appreciation of the impact of their spending decisions on the standards being achieved in the school, for example in the funding of a teacher for children under six. The school's financial planning is closely linked to the priorities for improvement. There has been impressive progress in improving accommodation and resources for physical education. There is now a new purpose built hall, which is well equipped for gymnastics, dance and indoor games. Resources and equipment for teaching physical education and team games are good in quality and quantity. However, there is still some work to do, which the school recognises and has plans to address, to improve further the accommodation for children under six and to give all co-ordinators the same opportunities that have been provided for the co-ordinators of English and mathematics to visit classes to look at the success of teaching and learning and the impact of initiatives they are pursuing. The school is well placed to improve further and is on course to exceed the targets it is setting for itself.
50. The headteacher works closely and effectively with teachers to promote a positive "can do" attitude amongst all staff. There is a very strong sense of direction to the school, which is centred around a commitment to raise standards further and to work closely and effectively with parents and the community. The headteacher has accurately identified areas for improvement and has begun the process of addressing them thoroughly in a purposeful way. For example, the headteacher and teachers have worked closely to identify where pupils generally have difficulties, for example in their writing and then in taking effective action. As a result the quality of writing is now much better than it was. As part of the school's commitment to raising standards further, the headteacher visits classrooms regularly to look at how well teachers teach and pupils learn. The headteacher is also beginning to use an information and communication technology program to analyse trends in pupils' performance and to predict pupils' expected progress. Arrangements for the induction and support of newly qualified teachers and newly appointed teachers are good.

51. A particular strength of the school is the very effective way in which the governing body fulfils its responsibilities. The chair of governors provides a very knowledgeable and capable lead and works closely and constructively with the headteacher. Governors are very well informed and play their full part in deciding the long-term strategic needs of the school. They keep a careful eye on the progress the school is making and the impact of initiatives they have approved, for example in the decision to increase the number of teachers at the school. Governors are well aware of what should be achieved to show that their decisions have been successful.
52. The school's finances are well managed and specific grants are used well. The day-to-day administration of the budget is thorough and administrative staff set a purposeful and welcoming tone to visitors. The school development plan is extensive and appropriately detailed. It is carefully costed and indicates when and who should address different initiatives. There are very good procedures in place to judge the success of initiatives and to evaluate their educational impact.
53. There is a very generous match of teachers and support staff to the needs of the school, which are well deployed to provide a high level of support for pupils in lessons, small groups or individual activities. This makes a positive contribution to their achievements.
54. The accommodation is much improved and is satisfactory and there are plans to improve accommodation for children under six. Currently these children lack their own dedicated area, which they are able to use continuously during the whole of the school day. They share a classroom with other pupils in Year 1 and Year 2 some of the time and use other areas of the school also. While the teachers involved work closely together to achieve this, pupils under six and their teachers do not have the benefit of working in an area in which all their educational needs can be met consistently and easily. Overall resources in the school are good. There are well set out play and environmental areas, which have been well developed through voluntary help.
55. Pupils enter the school with levels of basic skills, which on the whole are average. Overall pupils make steady progress and currently achieve the expected levels for them when they leave the school at the end of Year 6. Taking the overall sound quality of teaching, the positive way the school is managed, the progress pupils make, set against the high level of income per pupil, the school receives, the school provides satisfactory value for money.
56. There is good management and administration of the provision for pupils with special educational needs. The co-coordinator has expertise and maintains the register of pupils efficiently. Once identified, pupils receive additional support and different work, if necessary to meet their needs. Outside agencies are involved as required and the governing body is kept well informed by the head teacher, special educational needs co-coordinator and the responsible governor.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. The headteacher, governing body and staff should:

- (1) Improve the accommodation for children under six so that they are able to have regular and easy access to all of the areas of learning for children of this age (which the school has identified as a priority).
(Paragraphs 4, 17, 49, 54, 58, 60, 63, 64, 65)
- (2) Raise the standards in mathematics and science by giving greater emphasis to the teaching of the skills of using and applying mathematics and scientific enquiry (which the school has identified as a priority).
(Paragraphs 4, 6, 7, 24, 75, 80, 83)
- (3) Raise standards further in information and communication technology by planning for and teaching the skills of information and communication technology in other subjects of the National Curriculum.
(Paragraphs 8, 25, 76, 80, 92, 104)

MINOR KEY ISSUE

- See that the school's behaviour policy is consistently and effectively applied across the school.
(Paragraphs 5, 11, 13, 20, 36, 76, 82, 102, 108)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	1	12	9	0	0	0
Percentage	0	4	55	41	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	82
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	23

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.1

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	3	10	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	0	9	9
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	92 (89)	92 (100)	92 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	9	9	9
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	93 (89)	92 (100)	92 (100)
	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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	5	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	7
	Girls	5	5	5
	Total	11	10	12
Percentage of pupils at NC level 4 or above	School	79 (64)	71 (79)	86 (93)
	National	75 (75)	71 (72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	6
	Girls	4	4	5
	Total	9	9	11
Percentage of pupils at NC level 4 or above	School	64 (64)	64 (86)	79 (93)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	75
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.8
Number of pupils per qualified teacher	17
Average class size	27.3

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	47.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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.

Financial information

Financial year	2000-2001
	£
Total income	241,695
Total expenditure	236,477
Expenditure per pupil	2,815
Balance brought forward from previous year	1,781
Balance carried forward to next year	7,000

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	82
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	45	5	0	0
My child is making good progress in school.	48	48	5	0	0
Behaviour in the school is good.	65	30	0	0	5
My child gets the right amount of work to do at home.	48	33	15	3	3
The teaching is good.	83	18	0	0	0
I am kept well informed about how my child is getting on.	65	28	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	85	15	0	0	0
The school expects my child to work hard and achieve his or her best.	73	28	0	0	0
The school works closely with parents.	63	33	0	0	5
The school is well led and managed.	80	20	0	0	0
The school is helping my child become mature and responsible.	65	35	0	0	0
The school provides an interesting range of activities outside lessons.	40	43	10	0	5

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

58. Fourteen children attend the reception class. They start school on a full time basis in the September of the year in which they will be five. Provision for children in the reception class is satisfactory, which is an improvement since the time of the last inspection. Now teachers plan thoroughly to include all of the six areas of learning considered appropriate for children of this age. While the overall quality of education provided for these children is better, facilities and space to teach these pupils is limited. Because they share a classroom with Year 1 and Year 2 they lack a dedicated area for them to use on a continuous basis, which the school is in the process of improving. They enter the school with generally average levels of basic skills and make at least sound progress so that by the age of six all are ready to begin the National Curriculum. Overall the quality of teaching is good which helps to compensate for the limitations in the accommodation. Children's sound and sometimes good progress is in spite of the limitations of the accommodation.

Personal, social and emotional development

59. Generally children maintain their attention and concentration well. They sit quietly and listen carefully for example when discussing what they will need to do to organise a picnic for the new children due to join them in September. They are aware of what these children will be feeling and are confident that they will make their first taste of school a happy experience. They work well in groups and as individuals. Children know that there are dangers in the world and how to behave safely and sensibly, "if I was lost." They understand what is right and wrong and why. They are able to look after their own personal needs independently. However, because they lack a permanent, dedicated space, they do not have ready and easy access to resources and materials, which they can go to, to use as and when necessary. The quality of teaching is good. The teacher sets the tone for discussions well and is expressive so that the children find the learning fun.

Communication, language and literacy

60. The quality of teaching is good and the teacher has a very good understanding of how to teach children how to record their work and how to make the sound that letters make. By the end of the reception class children enjoy listening to stories and listen well. They are able to plan their own activities and take turn in conversation, for example when talking about what they are able to use in a party. Children are beginning to learn the skills of literacy and are able to experiment with sounds containing words. They are building their vocabulary well. They speak clearly and with confidence because they receive good encouragement from their teachers and adult helpers to do so. They know that print carries meaning and are beginning to use books to read for pleasure. They know that some books contain information.

Mathematical development

61. The quality of teaching is satisfactory and children make sound progress. Most are ready by the age of six to begin the National Curriculum. They are able to count steadily and accurately to ten and are able to record numbers using symbols. They are able to carry out some practical activities to strengthen their understanding, for example about 'more' or 'less' than, they have some opportunities to investigate ideas of 'greater' and

'smaller' and use appropriate language to describe objects and shapes. However because they do not have ready and free access to these experiences within their own area, they have limited opportunities to investigate practical problems in their play on an ongoing basis.

Knowledge and understanding of the world

62. Teaching is good and has a significant impact on making up for the difficulties inherent in the limited accommodation for these children. The teaching in this area of learning is characterised by the expressive and lively way in which the lessons are introduced and children's vocabulary is extended to match their growing understanding, for example when comparing pictures by two different artists the children know the names of 'midnight' and 'dawn'. The teacher and adult assistants built appropriately on what children already know and can do.
63. Children investigate objects and materials for example when exploring a range of small objects frozen in an ice block. They have good opportunities, when the weather permits, to use an outdoor play area to do this. Opportunities for investigational work are more limited when the weather is unsuitable. They are beginning to question why things happen and how things are made. They are beginning to classify objects by identifying similar characteristics, for example by the sounds they make. They know the life cycle of the frog. However they have limited opportunities to experiment freely and informally because they have to share their classroom with other pupils in Year 1 and Year 2. They are beginning to use a computer confidently, controlling the mouse accurately and learning how to 'click on' and find information from and enter simple information on to the screen.

Physical development

64. Teaching is good. The lessons are well planned so that the lesson begins purposefully and the pace of learning is high. Children are aware of how to 'find a space', they know how to use small equipment safely and are beginning to learn how to catch and control an object. They move around confidently and show a well-developed knowledge of what is 'safe' and 'unsafe' to do. They are able to travel around, over and under objects. They 'warm up' and 'cool down' appropriately before and after exercise. They have some opportunities to handle tools, for example when finding out how to get objects out of a block of ice and to construct objects using a range of materials. However their freedom to do this is inhibited by the fact that their classroom is shared with older pupils.

Creative development

65. Overall the teaching is good and all the children are likely to reach the early learning goals by the end of the reception class. Effective organisation ensures that all children have some opportunities, for example to use their imagination in dance and role-play. However these opportunities are limited because for example, the 'dressing-up' area is small and children have limited space to 'act out' their stories. They explore colour, texture and form when they paint. They have good opportunities to sing and to experiment with sounds when using simple untuned instruments. However, because the accommodation is problematic, opportunities to develop creative skills further are missed.

ENGLISH

66. Standards in English are average in speaking and listening, reading and writing at the age of seven and above average at the age of 11 in reading and writing and average in speaking and listening. Overall this is an improvement since the time of the last inspection. Pupils' results in English at the age of seven in 2001 were in line with the national average and had shown improvements each year for the last three years. Standards in literacy are average. In national tests at age 11, good improvements had been seen. The 2001 results showed more children in both key stages attaining the higher more challenging Levels 3 at the age of seven and Level 5 at the age of 11. In the small school, with small cohorts and where the ability of the groups fluctuates, this is inevitably represented in fluctuations in the results. Improvements particularly in writing at age 11 indicate that the extra work put into this area, with the help of the local education authority's primary support service, has been effective. There is strong evidence to suggest that in the 2002 tests standards are higher. Since the last inspection, the school has been successful in its efforts to raise standards for all pupils including those with special educational needs.
67. Most pupils achieved well and make good progress. Effective planning, satisfactory teaching of basic skills and the developing use of assessment procedures and the high expectations of the teachers contribute to this progress. Most teachers ensure that pupils are clear about the objectives of each lesson. Good use is made of learning support staff and classroom assistants. Teachers are committed to hard work and improving standards. Support staff are well deployed and work diligently to ensure the inclusion of all pupils, particularly those with special educational needs.
68. Since the last inspection, the national literacy strategy has continued to be successfully implemented. Information from national tests and other assessments has, over the last two years cycle, been carefully analysed to identify weaknesses. This information is well used and pupils have specific individual targets in their books. Extra support is provided by learning support assistants. The additional literacy classes for those who experience difficulties are effective in helping to raise standards of attainment.
69. Standards in speaking and listening are average at the age of seven and eleven. Regular opportunities are provided for children to engage in conversations, for example when they express the class opinion of their classes in the school council. Effective questioning extends pupils' use of English, promoting confidence in speaking aloud, for example in the citizenship day for Year 6, when in front of children and staff from three other circles schools, they had to express their business enterprise ideas in the Young Adult Marketing Company. Pupils are encouraged to express their opinions and ideas about texts in literacy activities. In a lesson on haiku poetry for example, the boys who were in the minority in the class were particularly keen to take part and express their ideas. All pupils are eager to volunteer their ideas for word meanings. For example when contrasting a moment in time in the poems of TS Elliot and Laurie Lee, they expressed the atmosphere of each poem, giving reasons for their preferences. More able children take opportunities to extend their thinking and answering. Without being prompted a girl used a dictionary to define 'prelude', the title of the poem and to guide the thoughts of the class. A Year 1 and Year 2 lesson was thinking about different kinds of sand, following a visit to Hunstanton and they were able to say why some sand was good for making sand castles. Listening was sometimes seen to be less than good when pupils continued their conversation through the good teaching and questioning of the teacher.
70. Pupils attain average standards in reading by the age of seven and above average standards by the age of 11. They know the sounds letters make and employ a variety of

strategies to help them read. The youngest less able, read without expression, but enjoyment of books is developing and some can read confidently and speak well about favourite books and stories. By Year 6 all pupils are able to read confidently and with expression. Their choice of books is wide - from 'Goodnight Mr Tom' to books about horses which are very popular. Poetry books are chosen, as are the Harry Potter books where they are familiar with the story through listening to tapes and become confident to read a challenging size of book. Non-fiction books are less widely chosen, as access to the Internet for the information is available at school and sometimes at home. The audit and banding of books has ensured that the Years 1 and 2 are using levelled guided reading to support their level of competence as readers. All children in younger classes are heard to read each week and books are taken home regularly to share with the family. Parental help ensures the exchange of books is regular. The provision of books is good and there is an atmosphere, which promotes the enjoyment of them, with photographic evidence of 'World Book Week'. The library is shared with the information and communication technology suite and has satisfactory provision of fiction and non-fiction books. Monitors from Year 6 make sure the books are in place and "browsing sticks" enable children to use reference books and then replace them in the correct order. Pupils with special educational needs are well supported in lessons and this enables some to make good gains in their reading skills. Good focus on language in other areas of the curriculum reinforces these important skills and contributes well to the pupils' confidence in enjoyment of reading.

71. Standards of writing are average by the age of seven and above average by age 11. The teachers give pupils a wide range of purposeful writing experiences: for example dictation to check spellings, reporting and poetry writing. A very good standard of work was seen in topic books across the curriculum for example on the Tudors. Standards of presentation are good. Older pupils write in ink often in a clear legible style. Progress in all forms of writing is good throughout Key Stage 2.
72. The quality of teaching is good. In the best lessons teachers plan successfully to meet the different abilities in their classes. They use the information they have from national tests and other assessments to help pupils achieve well. Teachers follow the national literacy strategy carefully so that they ensure that pupils build systematically on what they already know and can do. Teachers show secure subject knowledge. In most classes, learning objectives are shared at the start of a lesson so that pupils are clear about what is expected. Time is used effectively, the brisk pace of lessons with the older children particularly, ensuring pupils cover a good amount of work. Support assistants are well deployed and clearly briefed. In most lessons seen, effective use was made of the plenary sessions to reinforce teaching and learning as well as to promote speaking skills. Homework is regularly marked with comments to indicate how it might be improved. Pupils with special educational needs are well supported and work is matched to their needs. Targets within the individual education plans are specific and guide teachers in their planning
73. The co-ordinator provides a good lead and is enthusiastic, for example in putting together strategies to raise standards in speaking and listening. There have been very effective procedures to look carefully at how pupils achieve in the national assessments and test at seven and eleven years of age, and to identify areas of strength and weakness. Where weaknesses, for example in writing, have been recognised effective action has been taken to raise standards. An interest in books and an enjoyment in reading have been encouraged effectively. The co-ordinator works closely with other teachers and a governor with responsibility for literacy to ensure that this strategy is taught well and priorities for example in reading and spelling are clearly

identified and included in planning for the future. Resources are adequate and well organised.

MATHEMATICS

74. Standards in mathematics are average at the age of seven and eleven. This is the same picture as at the time of the last inspection. In the most recent national assessments for seven-year-olds, standards of attainment were well above average for schools nationally and for schools considered broadly similar. In the end of Year 6 national tests for eleven year olds results were below average when compared to schools nationally and when compared to schools considered broadly similar. When the performance of these pupils who took the test in 2001 are compared to their performance in the tests for seven years old four years before, their performance was below what could be expected of them. However, care should be taken when interpreting this information where a small number of pupils sit the tests, the impact of one or two pupils on the school's overall performance can be considerable.
75. Since 1997 standards have varied, from above to below average. Results for pupils in the end of Year 6 tests have followed the national trend but have been consistently below average when compared to schools nationally. However there is strong evidence to suggest that in the most recent national tests for eleven year olds in 2002 standards are much higher, which reflects the attention the school is now giving to analysing thoroughly what pupils need to do well and in teaching these skills effectively.
76. Within Year 1 and Year 2 pupils are able to recognise and complete 'input' and 'output' problems for example, in adding and subtracting numbers within 100. They are able to tell the time and record their results with increasing accuracy. They are able to recognise different types of 3D shapes and describe them. They are able to organise numbers into series and are beginning to perform mental tasks such as doubling and halving quickly and accurately when dealing with numbers within 100. They are able to record information, for example in simple block graphs. They are beginning to understand how to carry out calculations using number and money. By Year 6 nearly all are able to multiply and divide confidently and accurately, they are able to recognise negative numbers and to use scatter grams and line graphs to interpret information. However, insufficient emphasis is given to teaching the skills of using and applying mathematics in a variety of different circumstances and as a result pupils' attainment in this area is not as well developed as in other areas of mathematics. The school has identified this as a priority and is beginning to take steps to raise pupils' performance further in this area.
77. The quality of teaching is good. In the best lessons, the lesson begins purposefully with the teacher rapidly establishing a positive attitude amongst pupils so that they wish to do well. The teacher questions briskly to encourage pupils to answer quickly and accurately. Pupils are regularly reminded of why they need to 'explain what you do'. The pupils respond willingly and are well behaved. Support assistants are well used to ensure that all pupils including those with some degree of special educational needs are well supported. Pupils who are identified as needing additional help to boost their attainment are very well taught. Work is well matched to the individual needs of pupils so all are well challenged. The teachers have a thorough understanding of the numeracy strategy and as a result pupils' learning is thoroughly reviewed towards the end of the lessons and pupils' efforts and successes are warmly recognised. As a result pupils work hard, are eager to please their teachers and they make good progress. However, in a small number of instances a small minority of pupils are easily

distracted and while they begin their work sensibly, some responses are 'off-hand' and they do not give of their best.

78. Pupils' abilities to use information and communication technology to develop their mathematics knowledge, skills and understanding are beginning to increase. However this element is under-emphasised in teachers' longer and shorter-term plans.
79. The co-ordinator provides a sound lead to other teachers and has been closely involved with a governor for numeracy in a successful introduction of the numeracy strategy. There have been appropriate opportunities for the co-ordinator to look at the impact of teaching and learning in classes and to provide other teachers with help. Recently this has involved the careful analysis of national test data to identify strengths and areas of weakness and to take effective action. For example, assessments and regular testing, including non-statutory tests are used regularly. This information is appropriately and now successfully used to set targets for pupils, which are being achieved well. The co-ordinator has a clear and astute understanding of the needs of the subject and is addressing them. Resources in mathematics are satisfactory in quality and quantity and well stored. Additionally there is a newly established 'Maths Club' at lunch times for older pupils, which is run by a parent. This club is well supported by pupils and enhances pupils' knowledge and enthusiasm for the subject.

SCIENCE

80. Standards in science are average at the age of seven and at the age of eleven. This is broadly the same picture as at the time of the last inspection. In the 2001 assessments teachers assessed pupils by the age of seven as having standards above those in schools nationally. In the 2001 tests for eleven-year-olds results were well below average for schools nationally and for schools considered broadly similar. In the most recent national assessments for seven-year-olds and eleven-year-olds in 2002 there is evidence to suggest that standards have improved considerably. However because a small number of pupils take these assessments annually, the performance of one or two pupils can have a very significant impact on the school's overall performance. For example, since 1997 when standards were below average for eleven-year-olds, standards rose to well above average in 1998 and 1999 and fell to below average in 2001. Recently teachers have given considerable attention to analysing where pupils have had difficulty in previous tests and then of making sure that pupils understand how to answer specific types of questions accurately.
81. Pupils from Year 1 know how to make a vehicle accelerate and decelerate. They know the importance of a healthy diet, for example when planning a picnic to the seaside. They know the requirements for healthy growth in animals and plants. They are able to describe the lifecycle of a frog. Older pupils in Year 3 to Year 6 are able to describe the differences between vertebrates and invertebrates. They understand how friction is measured and are able to set up a simple experiment to measure it, for example in testing the relative grips of different shoes. They are able to describe what happens when a spring is compressed. They know that some liquids when mixed with solids produce liquids and sometimes other liquids and solids produce solids. They are able to draw using symbols and circuits which are electrical circuits in parallel. They know the dangers of eating 'junk food'. However, across the school, while some attention has been given to teaching the way to conduct an experiment and to look at the impact of constants and variables in an experiment, overall the skills of investigative science are under-emphasised and information and communication technology is underused. This the school has recognised and is beginning to address, for example in the visit of a 'scientist' to stimulate pupils' thinking about science when testing popcorn.

82. The quality of teaching is satisfactory and pupils with special needs are well supported both by their teachers and support assistants. In the best lessons teachers plan clearly what is to be covered in the lesson and assemble an appropriate range of resources to assist in this process, for example when studying the skeleton. The lesson builds systematically on what pupils have already learnt. The teacher introduces the topic in a lively and expressive way, which initially holds the pupils' interests so that they are eager to learn more. The pace of the lesson is brisk because the teacher questions in a vigorous way, challenging pupils to think things out for themselves. The teachers have good subject knowledge so that effective use is made of technical vocabulary to promote pupils' greater understanding. They assess pupils' work carefully.
83. Where the teaching has some weaknesses the level of challenge in the activities for some pupils does not take account of their abilities, the pace of learning is allowed to fall away from its brisk and purposeful beginning because a small number of pupils are restless and disinterested. The teachers do not systematically address these minor interruptions and as a result pupils do not make the progress of which they are capable. Generally however pupils try hard and work successfully together.
84. The subject co-ordinator provides a positive lead and has correctly identified the need to improve pupils' skills in conducting investigations. A good start has been made in beginning to address this. While the co-ordinator has not yet visited classes to look at teaching and learning, the school has a timetable for this to occur in the future. There is a good range and quality of resources, which are appropriately organised and stored.

ART AND DESIGN

85. Standards at the age of seven are in line with national expectations and above at the age of eleven. Judgements are based on the observation of a small number of lessons and evidence from displays and photographs of previous work. This is an improvement since the time of the last inspection.
86. In Year 1 and Year 2 pupils can mix colour and use various materials; for example, to produce Matisse's 'Snail' in two and three dimensions. In Year 3 and Year 4 pupils can observe closely and copy Van Gogh's style and in Year 5 and Year 6 they can identify William Morris designs. In Year 3 and Year 4 pupils are able to design a piece of artwork based on imagined or observational drawings of creatures in their seaside theme. They developed their sewing skills after they had chosen colours, textures and line for their 2D or 3D creature. Good use of sketchbooks and copied or freely invented and labelled line drawings started their art topic. The limitations set were the size of the felt available and some colours, which were unavailable. Pupils are enthusiastic about their work. "I love art," said one girl while the boys delighted in drawing fierce teeth on their sea creature. The resources are adequate and appropriate. Older pupils in Year 5 and Year 6 use their stitch control to create a cross-stitch picture of the village in the four seasons. The teacher, who is a parent, is a specialist and is employed in a voluntary capacity sharing her skills with eager pupils. In another lesson pupils make good progress using history as the starting point. Sketchbooks had been taken out to make observational drawings of Tudor houses in the village. This is well-planned work with high teacher expectations and good intervention to inspire pupils to achieve well. The co-ordinator provides a sound lead and has shown imagination in raising the quality and range of pupils' work. Resources are adequate and readily available.

DESIGN AND TECHNOLOGY

87. Standards at the age of seven and eleven are average, which is the same as at the time of the last inspection.
88. Sound progress through the school is exemplified by photographs, which began with Year 1 and Year 2 children designing playground equipment for the Denny, the grassy area where children can play in the village. Models were drawn and paper models made, for example of a curly wurlly slide. Older children designed moving toys, with an evaluation of how they could be improved.
89. In Year 3 and Year 4 pupils linked their work to an Egyptian topic; they created an Egyptian 'shaduf' for irrigation and designed an Egyptian collar. The older pupils in Year 5 and Year 6 have designed and made animal slippers for themselves with the evaluation of the process later. This was of a good standard. These pupils have also made toys with cam mechanisms.
90. Only a very small number of lessons were observed because this subject was not a focus of the curriculum. The nationally produced scheme has been adopted and a new co-ordinator appointed to monitor and develop design and technology. There are enough resources to support technology in the curriculum but there continues to be insufficient space for older pupils to work in and insufficient space for storage where ongoing project work can be left safely until the next lesson.

GEOGRAPHY

91. Standards in geography are in line with those expected nationally at the age of seven and at the age of eleven. This is the same as at the time of the last inspection. By the end of Year 2 pupils have a sense of understanding of the main features of their own area and of areas further away. For example, they are able to identify and illustrated pictorially the different types of houses, which make up the local community. They are able to recall the different types of buildings for example a lighthouse and bandstand found in a seaside town. They record their favourite seaside activities in simple graphs. In Year 3 and Year 4 pupils investigate different locations systematically. They are able to interpret simple maps and trace a route identifying important features accurately. Older pupils in Year 5 and Year 6 are able to compare their own village with Upware and know that communications change over time. They have a good understanding of the main features of a river valley. They know something of life in Kenya and use their knowledge when illustrating Kenya in an attractive patchwork quilt. They have a good understanding of the need to care for their countryside and they are very keen conservationists, looking after their own wild area in the school grounds and in cultivating their gardens in a gardening club. However, they do not use their skills in information and communication technology sufficiently to find out information, to produce their own illustrations or to interpret data.
92. In the small number of lessons seen the quality of teaching seen was satisfactory. Lessons are well planned so that the teacher reviews pupils' previous work thoroughly, for example when discussing the visit to Hunstanton. The teachers busily encourage and support all pupils individually and in small groups and receive good support in this from teaching assistants. As a result all pupils including pupils with special educational needs make steady progress. However the teachers do not take up opportunities to use information and communication technology in the lessons or to stretch the learning of the highest attainers by providing them with increasingly challenging work.
93. The co-ordinator provides a sound lead to other teachers and has assembled a sensible plan to improve standards further. There is an appropriate scheme of work

based on national guidance. Resources are adequate, well stored and readily accessible.

HISTORY

94. Standards in history are in line with those expected nationally at the age of seven and above those expected at the age of eleven. This is the same as at the time of the last inspection. Evidence to support judgements in history are based on a small number of lessons observed, analysis of pupils' work in books, displays in schools and in discussion with pupils.
95. In Year 5 and Year 6 pupils are able to find out more about Elizabeth I, using portraits of her at different times of her life. Having seen previously a video about the Queen, pupils drew on their knowledge of her, for example, that the smallpox scars had marred the beauty of her hands so she would not allow these to be painted in her portraits. The teacher questioned well for example, to establish what was the meaning of her hand resting on the globe.
96. In the lessons seen the progress made by pupils was good, as most pupils exerted maximum effort to engage in this study. Teachers used role-play to aid comprehension of the differences between the royal portrait painter in those days and now. Progress made by a few pupils was limited by their inattention and talkativeness
97. Teaching, apart from the management of this behaviour, was good, matching the attainment of the different groups. Very good preparation and planning for the lesson led to a good pace and the teacher's good knowledge of the subject was shared with the children. There are good links with other subjects. For example, the class had taken sketchbooks to sketch Tudor houses in the village and then the subsequent art lesson had created a collage of one. Resources included good non-fiction books from the school library. Evidence of other study in the form of photographs included Key Stage 2 studies of Victorians when children dressed up and visited Stibbington for a Victorian day. When a visitor came to the school, they enjoyed a Roman day. The pupils remember very well these experiences. Pupils in Year 3 and Year 4 studied life in ancient Egypt, the gunpowder plot and the history of toys by visiting a local toy museum. The youngest children's display showed their appreciation of the sequencing of time and patterns of the day. This represents improved understanding of chronology since the last inspection.
98. The co-ordinator is very enthusiastic and knowledgeable. There are plans for the co-ordinator to visit classes to monitor teaching and learning at first hand. The co-ordinator has assembled a well-organised scheme of work. A good range of artefacts and resources are readily available. Places of interest and museums are within easy reach and are used regularly. Good use is made of CD-ROMs and videos to support pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

99. Standards in information and communication technology are in line with those expected for pupils at the age of seven and eleven, and pupils' learning skills are developing appropriately. This represents good improvement since the previous inspection. The new designated suite and recent training for staff are having a positive impact on standards and on how well pupils achieve.
100. In Years 1 and 2, pupils make sound progress as they use a range of simple programs to develop their information and communication technology skills. They show clear understanding that information exists in different forms and from an early age they begin to give instructions to a floor robot. By the end of Year 2, pupils are beginning to use computers to organise and classify information. For example, they have completed block graphs to show the favourite activities of pupils in their class. Many can enter, save and print their own work. They benefit from the good new resources that are enabling good access to computer systems.
101. In Years 3 to 6, pupils continue to make satisfactory progress in skills as they explore a wider range of programs. The amount of time and work completed increases, and they begin to use computers to present and organise their work. In Years 3 and 4 pupils show that they are able to use a word processing package accurately to write simple poems as part of literacy. They change text sizes and styles independently, and self-correct where necessary. In Years 5 and 6, pupils have undertaken research linked to a design and technology project on making bread. They have analysed data, presented research in graphic form and shared ideas with each other. Towards the end of Year 6, pupils are beginning to understand the need for framing questions carefully when finding information, and they compare their results with each other. For example, as part of a geography study, pupils have researched the length of many of the world's longest rivers, presenting their findings as a block graph and comparing them with the graphs of others.
102. The quality of teaching in information and communication technology is satisfactory with some good features. Teachers have good knowledge and understanding of the new computer systems and their capabilities. However, too often the systems break down and this is a cause of frustration to staff. Teachers plan lessons well and give good demonstrations, but there are times when pupils lack the prerequisite skills to follow a line of enquiry; there are also times when pupils become silly and fidget, failing to listen to instructions carefully enough. The systems in place to enable staff to manage these occasions well are not consistently applied. Good use is made of learning support assistants to work with small groups of pupils. Their contribution is valuable in helping to raise standards.
103. Leadership of information and communication technology is good and is helping to improve provision across the school. There is a clear vision for improvement in standards, but the good computer resources are relatively new to the school and have not yet had time to have a greater impact on standards.
104. Too little emphasis has been placed on the use of information and communication technology to support other subjects. There is little evidence in the scrutiny of work of the systematic use of all forms of information and communication technology to find, organise and present information in the wide range of subjects studied. This is a weakness in the provision and inhibits the development of higher standards and a wider understanding of the value of the subject in the modern world.

MUSIC

105. Standards in music are broadly in line with those expected, both by the ages of seven and eleven. This is a similar picture to that at the time of the previous inspection. A few higher attaining pupils, who play instruments as part of the orchestra and receive individual tuition, attain standards that are high for their age. Standards overall have been maintained since the previous inspection.
106. Pupils in Years 1 and 2 enjoy singing and performing in plays and productions. Evidence from video recordings shows a breadth of good experiences of this kind that helps to foster the spiritual, moral, social and cultural development of the pupils. They sing in tune and perform with awareness of others and an audience. During the inspection, pupils were observed exploring patterns on different instruments. They listened appropriately to a piece of music, and one pupil was able to identify a repeating pattern. They worked in pairs during the lesson with simple percussion instruments to create their own pattern. They made sound progress in understanding and skill.
107. In Year 3 to Year 6, pupils continue to make satisfactory progress overall. They sing with a sense of melody during assemblies, and the majority listens attentively to the school orchestra and to music generally. They sing as part of school productions and show good levels of enjoyment in their performances. Some pupils belong to the recorder club and learn to play simple tunes well. Others have individual private music lessons in woodwind and stringed instruments from the County Music Service. These pupils achieve high standards for their age and they enjoy performing for others. However, on occasions pupils do not listen carefully or join in with singing in assemblies.
108. The quality of teaching in music is satisfactory. The co-ordinator has very good knowledge and understanding of the music curriculum and teaches basic musical skills well. The teaching during individual tuition is a strength and ensures that pupils, who have individual lessons, achieve well. However, during assemblies and class lessons, some pupils' behaviour sometimes limits their progress. Teachers do not always follow the school's behaviour policies closely enough. For example, during a whole-school assembly a small section of older pupils did not join in with the singing willingly.
109. The co-ordinator provides a good level of support and is knowledgeable. There are some exciting activities, which take place, which enhance the spiritual, moral, social and cultural development of pupils. A rich range of musical experiences results in high levels of enjoyment and good standards of personal development by the majority of pupils.

PHYSICAL EDUCATION

110. During the inspection only a small number of lessons in this subject were seen. However from a scrutiny of teachers' plans and displays and by talking to teachers and pupils it is clear that standards in physical education are above those expected at the age of seven and at the age of eleven. This represents an improvement since the time of the last inspection.
111. Pupils in Year 1 and Year 2 are able to send and receive passes to and from each other, rolling a ball accurately and controlling it skilfully. They are able to move appropriately to pre-recorded music interpreting its mood. They have a secure understanding of how and why it is important to 'warm-up' before and 'cool down' after exercise. Older pupils in Year 5 and Year 6 have good opportunities to learn the skills

and techniques of team games including netball and soccer. They benefit from well-organised residential visits to centres where they experience a good range of adventurous activities including learning how to sail small boats.

112. In the small number of lessons seen the teaching was good. The teachers plan the lessons carefully so that they begin energetically. The teachers demonstrate well the techniques to be learnt so that pupils have a clear picture of what they need to do. The teachers encourage pupils' efforts warmly and coach individuals skilfully so that pupils work hard to improve. The teacher successfully encourages pupils to evaluate their own efforts and those of others fairly.
113. Since the time of the last inspection the school has built a new hall, which is well equipped for physical education. The hall is spacious and contains a good and appropriate range of fixed and moveable gymnastic apparatus, mats and small games equipment and general resources for this subject. All are readily available. There is also a good quality hard play area, which is marked appropriately. While there is no grassed area within the school, pupils have easy, regular access to the village green for team games and sports. The co-ordinator provides a strong lead to other members of staff. There is an appropriate scheme of work based on national guidance and a well thought out action plan for continued improvement in standards, which contains clear timescales.

RELIGIOUS EDUCATION

114. Standards in religious education are in line with those identified in the locally agreed syllabus, and have been maintained since the previous inspection. The close links with the church ensure that a Christian ethos pervades the school and pupils benefit from the well-established heritage and regular visits to the local church.
115. Although only one lesson of religious education was observed, discussions with pupils and scrutiny of their work show that the vast majority have a good knowledge and awareness of the religious traditions of Christianity, and an appropriate knowledge of the richness and diversity of other religions.
116. In Years 1 and 2, the amount of work is limited, but it shows that pupils have at least sound knowledge of the Christian festivals. They write simple prayers with good understanding of Christian worship. They use their literacy skills appropriately to explain aspects of the Christian year and they achieve appropriate standards for pupils of this age.
117. In Years 3 to 6, the content of the subject increases. Pupils show sound knowledge of different religious customs. For example, pupils in Years 3 and 4 describe clearly some of the similarities between Buddhism and Christianity. They have also written some evocative poems about the church, following a local visit. They show clear understanding of why 'The Lord's Prayer' is used in the Christian faith and many pupils were able to identify the Bible as the book that helps us to understand aspects of Christianity.
118. In Years 5 and 6, pupils develop their awareness of the milestones of life through the study of Christian services, such as baptism, marriage and confirmation. They also show clear evidence that they know about aspects of Sikhism and Judaism. They know many important religious symbols, both in Christianity and in religions across the world. They identify differences and similarities in The Creation story, and write accurately about The Creation as understood by the Muslim and Hindu faiths. They achieve at

least appropriate standards, and make satisfactory progress as they move through Years 3 to 6.

119. Leadership of the subject has improved and is now good. The co-ordinator has ensured that plans correspond to the locally agreed syllabus and effective use is made of local resources to enhance knowledge. The close links with the church are a real strength. For example, pupils have produced a collage of Bible stories for the children's corner in the church.