

INSPECTION REPORT

**EDMUND DE MOUNDEFORD VC PRIMARY
SCHOOL**

Feltwell, Thetford

LEA area: Norfolk

Unique reference number: 121037

Headteacher: Mr S P Kite

Reporting inspector: Mrs Gillian Peet
18842

Dates of inspection: 11 – 14 March 2002

Inspection number: 195970

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	The Beck Feltwell Thetford Norfolk
Postcode:	IP26 4DB
Telephone number:	01842 828334
Fax number:	01842 827655
Appropriate authority:	The governing body
Name of chair of governors:	Mr Edmund Lambert
Date of previous inspection:	28 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18842	Gill Peet	Registered inspector	Science Information and communication technology Equal opportunities English as an additional language	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11437	Tony Anderson	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22518	Barbara Darley	Team inspector	Mathematics Art and design Design and technology	How good are the curricular and other opportunities offered to pupils?
22955	Doreen Cliff	Team inspector	English Geography History Music Special educational needs	
8839	Mike Egerton	Team inspector	Physical education Religious education Foundation stage curriculum	

The inspection contractor was:

HeadStart & Associates

Higherland Bridge
49 West Street
Gargrave
Skipton
North Yorkshire
BD23 3RJ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Edmund de Moundeford Voluntary Controlled Primary School has 234 full time pupils aged from four to 11. It is a similar size to other primary schools. The school is in a large village in the county of Norfolk and is maintained with the help of the Edmund de Moundeford Educational Charity. Pupils who are five in the autumn term begin school fulltime in September, others who are five in the spring or summer term begin school in January. Almost all children have had some preschool experience, the majority in the nearby playgroup. Sixteen percent of the pupils are American and come from the nearby American service base. Four pupils in the school have English as an additional language and two are at an early stage of English language acquisition. Seven per cent of pupils are entitled to free school meals, which is well below the national average. The number of pupils on the register of special educational needs is above average for a school of this size. There are five pupils with statements of special educational needs, which is about average for the size of the school. Most of these pupils have mild to moderate learning difficulties or speech or communication difficulties. The majority of children enter the reception classes with attainment in line with that expected of children of their age.

HOW GOOD THE SCHOOL IS

The effectiveness of the school is good with everyone in the school community working together as a team for the benefit of the pupils. It has many good features. The headteacher and senior management team give good leadership and management. The pupils achieve good standards at both the ends of Year 2 and Year 6 in writing and very good standards in reading. Standards are rising in mathematics. The quality of teaching and learning is good overall. Pupils' behaviour and their attitudes to their work are good and relationships throughout the school are very good. The school prepares its pupils well for living in a culturally diverse society. The school provides good value for money.

What the school does well

- Standards in English are good throughout the school and in reading are very good.
- Teaching and learning are good.
- The school's good provision for pupils' spiritual, moral social and cultural development promotes good pupil behaviour, good attitudes to learning and very good personal development and relationships.
- The leadership and management of the headteacher and senior management team are good.
- The extra curricular activities the teachers provide are good.

What could be improved

- The provision for information and communication technology throughout the school.
- The provision for higher attaining pupils and their attainment.
- The use of assessment to identify ways in which to raise standards further.
- The use of monitoring and evaluating procedures to raise standards further.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The level of improvement since the last inspection in May 1997 has been good. Standards at the end of Year 2 in reading and writing have improved. Standards at the end of Year 6 have improved in English, art and design, design and technology, history, music and physical education. Standards in all other subjects have been maintained except in information and communication technology where they are now below expectations throughout the school. The key issues of the last inspection have all been satisfactorily addressed. There is a shared commitment to improvement and the school has good capacity to succeed.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	D	B	C
mathematics	A	B	C	E
science	B	C	D	E

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

The results of the National Curriculum tests in 2001 demonstrate above average standards in English, average standards in mathematics and below average standards in science. One reason for the decline in standards in mathematics and science in 2001 was the fact that the teacher who took the class for these subjects left during the year. English was not affected. Another reason for the lower results was that a significant number of pupils had not benefited from four years at the school. An analysis of documentation shows that the progress made by the pupils who had been through the school and who attained the expected level in 1997 was satisfactory overall and sometimes good in all three subjects. However, a significant number of pupils attaining the higher Level 3 in mathematics in 1997 failed to make the expected progress of two levels and attain Level 5. The percentage of pupils attaining the higher Level 5 in English, and mathematics at the end of Year 6 was well below the average of similar schools and in science was below the average of similar schools. The inspection findings are that standards for the pupils currently in Year 6 are above expectations in English and are rising and in line with expectations in mathematics and science. The results of the 2001 National Curriculum tests at the end of Year 2 show that results in reading were well above average, in writing were above average and in mathematics in line with the national average. Reading and writing were in line with the average of similar schools, and mathematics was well below that found in similar schools. This is because less than the average number of pupils attained the higher Level 3 when compared to similar schools. The results at the end of Year 2 in 2001 were higher than in previous years. The inspection findings are that, for the pupils currently in Year 2, attainment in reading is well above expectations, in writing above expectations and in mathematics and science in line with expectations. It is not possible to make a judgement on standards in information and communication technology because there were insufficient occasions during the inspection when pupils were using computers. Standards in physical education are above expectations at the end of both Year 2 and Year 6. Standards in other subjects are in line with those expected for pupils of their age. The targets set for pupils at the end of Year 6 were exceeded in English last year and met in mathematics. More challenging targets have been set for English this year but less challenging targets for mathematics. These targets are not challenging enough and the school should meet them easily. Pupils achieve satisfactorily.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils are enthusiastic about school, show an interest in lessons and have good attitudes to learning.
Behaviour, in and out of classrooms	Pupils' behaviour in lessons and around school is usually good and sometimes very good, although some challenging behaviour by a tiny minority of pupils was observed in a few lessons. This was usually well managed by the teachers.
Personal development and relationships	Pupils' personal development and the relationships throughout the school are very good. These very good relationships are based on mutual trust and respect.
Attendance	The overall attendance at the school is good and is above the national average. The incidence of unauthorised absence is low and is below the national average. The level of pupil lateness at the school is low.

TEACHING AND LEARNING

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

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

Teaching throughout the school has improved since the last inspection. Some of the best teaching and learning is in mathematics and this is contributing to the rise in standards. Overall the basic skills of literacy and numeracy are taught well and pupils learn well. Teaching and learning of science is good. A strength of teaching throughout the school is in the way in which teachers use literacy skills extensively to support learning. This is contributing to the high standards pupils achieve in English. There were fewer examples of teachers using numeracy skills in this way. Teachers have a secure understanding of science and plan lessons well that cover the knowledge of what pupils need to learn. However, there is insufficient focus on the teaching and learning of the skills of scientific enquiry and pupils make less progress in this aspect. In the Foundation Stage classes, teaching and learning is good overall. Teachers in these classes have a good understanding of how children of this age learn and recognise the importance of providing a supportive and caring environment in which children feel safe and valued. Learning support assistants make a significant contribution to the progress pupils make especially when they work on their own with small groups of pupils. The teaching and learning of pupils with special educational needs is good. The teachers and teaching assistants work hard to create positive working environments in which the pupils feel confident. Teachers are very aware of the need to ensure all pupils are included and make every effort to ensure that all are fully involved. Pupils with English as an additional language are well supported. On the rare occasions that the American pupils need support with unfamiliar English language conventions, they are well supported.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced range of learning opportunities in all subjects of the National Curriculum except information and communication technology, which does not meet the statutory requirements of the National Curriculum. This is due to few computers in the school, insufficient use of those there are during lessons, and too little use of information technology in other subjects.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is satisfactory. All the individual education plans are in place and the regular reviews are satisfactory.
Provision for pupils with English as an additional language	The provision for pupils with English as an additional language is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for the spiritual, moral, social and cultural development of pupils at the school is good. This fosters respect for people with differing ideas and cultural heritage. Pupils' personal development and relationships are very good.
How well the school cares for its pupils	The school takes appropriate care of its pupils. Procedures for assessing and monitoring pupils' attainment and progress are overall satisfactory. However, this information is not readily accessible to support teachers in tracking the progress of individual pupils and planning to meet their needs.

Year 5 and 6 pupils have the opportunity to learn French for half an hour a week. All pupils have the opportunity to learn to swim in the school's covered swimming pool on site. Teachers provide a very good range of extra curricular activities with a strong emphasis on sports and creative arts. Parents' views of the school are good, as are the school's links with parents. The impact of parental involvement with the school is good and the information provided to parents about pupils' progress is also good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher and senior management team are good. The headteacher is well supported by a hardworking deputy headteacher. Together with the coordinators they work together well, sharing an understanding of the strengths and weaknesses of the school and establishing ways of securing improvement in the standards achieved.
How well the governors fulfil their responsibilities	The governing body is very committed to the school. Despite the fact that they have several vacancies, which they are unable to fill, they work hard to support the school. They fulfil all statutory duties.
The school's evaluation of its performance	Systems for monitoring and evaluating the work of the school are well developed. However, the focus on how this will raise standards is not always clear. For example, clear links between teaching and learning and the raising of standards are not developed in the monitoring reports.
The strategic use of resources	Satisfactory. Specific grants are used appropriately for their intended purpose. The school has insufficient computers to use technology well.

The match of teachers and teaching assistants to meet the demands of the National Curriculum is very good. The accommodation is good and well maintained and cared for by the caretaking and cleaning

staff. It is enhanced by the provision of extensive playing fields and its own indoor swimming pool. Although two classes are housed in temporary buildings they are very near to the school and the pupils are not disadvantaged by this. The overall level of resources is satisfactory, although the provision of computers and software to use on them is poor. The school is aware of the principles of 'best value' and is starting to apply them to its major financial decisions. For example, the governing body made the strategic decision to employ extra teaching staff to boost standards at the end of Year 2 and Year 6.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Their children are making good progress • The teaching is good • They feel comfortable approaching the school with a problem • Their child is expected to work hard and do his or her best 	<ul style="list-style-type: none"> • They are not kept well informed about how their child is getting on. • The amount of homework • The school is not well managed • The range of activities outside lessons. • There is some concern about bullying

The inspection team agrees with the parents' positive views of the school. They do not agree with the negative views. School academic reports provide a good level of information to parents. The school also sends out regular newsletters to keep parents informed. Pupils are given a satisfactory amount of homework but parents would like more information on the time that should be devoted to it and fixed dates for when it should be completed. The leadership and management of the school are good. Teachers provide a very good range of extra curricular activities with a strong emphasis on sports and creative arts. The curriculum is enhanced by visits to places of local interest. No oppressive behaviour was seen during inspection. Pupils know what to do if bullying should occur and they are happy that they have someone to turn to if they are hurt or upset.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Tests taken when children start school indicate that they enter school with attainment that is generally average. Children achieve well in the reception classes because many attain the early learning goals in all six key areas of learning despite not having any nursery education and some having had only two terms in the Foundation Stage. This reflects the good teaching in the reception classes. By the end of the reception year the majority of children will quite naturally begin a conversation with an adult. They learn to read, as they move from identifying pictures beginning with a particular initial letter sound to working out words on their own. They progress in writing from copying the teachers' writing under pictures to making their own shopping lists. In number they recognise and order numbers up to 20. They name basic shapes, construct symmetrical pictures and use correct mathematical language when describing position. They show care and concern for each other and have a clear understanding of what is expected of them and how they should behave. They are well prepared for beginning to study the National Curriculum.
- 2 In Years 1 and 2 pupils achieve well in reading and writing and satisfactorily in mathematics. When their results in the 2001 national tests are compared to the national average, their attainment in reading was well above average and in writing above average. In mathematics it was in line with the average. The results in all three areas of learning have risen over the last three years. The inspection findings are that standards in reading, writing and mathematics are continuing to rise and that this year attainment in reading, writing and mathematics is above average. In the teacher assessments of science at the end of Year 2 in 2001 attainment was below average. The inspection judgement is that standards now in science are rising and are in line with national expectations. When the 2001 results are compared to those of similar schools they are average in reading and writing but below average in mathematics. This is because a lower than average percentage of pupils attained the higher Level 3 in mathematics.
- 3 At the end of Year 2, girls have performed consistently better than boys in reading, writing and mathematics since 1997. However, in 2001 the trend was reversed in reading and the difference in performance was not significant in either writing or mathematics. There was no difference observed in the performance of boys and girls during the period of the inspection.
- 4 Pupils achieve satisfactorily in the junior classes. The inspection judgement is that standards in English are above expectations and in reading well above expectations. The judgement in mathematics is that overall attainment is in line with expectations. Although a higher than average number of pupils are attaining the expected level, fewer than average are attaining the higher Level 5. In science attainment is in line with expectations.
- 5 In the 2001 National Curriculum tests for pupils aged 11, the results in English were better than in the previous year and were above the national average. In mathematics and science the results dropped from the previous year and in mathematics were in line with the average and in science below average. When the end of Year 6 test results in 2001 are compared to those of schools which had similar results at the end of Year 2 attainment appears to be unsatisfactory in mathematics and science. There are two reasons for this. An analysis of the cohort reveals that a significant number of pupils that took the tests at the end of Year 2 subsequently left the school and the group of pupils taking the tests in 2001 was significantly different. The same analysis revealed that the progress made by the pupils who had been through the school and who attained the expected level in 1997 was overall satisfactory and sometimes good in all three subjects. However, for a significant number of pupils attaining the higher Level 3 in mathematics in 1997 it was unsatisfactory as they failed to make the expected progress of two levels and attain Level 5. Another reason for a decline in standards in 2001 was the fact that the teacher who took the class for mathematics and science left during the year. English was not affected because the same

teacher took the class for the whole year. This also explains why the results when compared to similar schools are well below average in mathematics and science.

- 6 Although trends over the last five years indicate that boys have done better than girls in English and science and that girls have done better than boys in mathematics this is not a continuing trend. In the test results for 2001, there was little difference in the attainment of boys and girls in English and mathematics, although in science boys performed better than girls. There was no evidence during the inspection of either boys or girls being disadvantaged in lessons, or of either performing significantly differently from the other.
- 7 Since 1997 standards have risen in all three subjects but have risen most significantly in English. In both mathematics and science, standards have risen overall in line with the national upward trend.
- 8 The most consistent pattern revealed by these results, and needing to be addressed by the school, is the under performance of the higher attaining pupils. The school has taken steps to deal with this in English at the end of Year 6, and this year an average number of pupils are expected to attain the higher Level 5.
- 9 The target set for the pupils in Year 6 at the end of 2001 was for 63 per cent of pupils to attain the expected level in English and 70 per cent in mathematics. These targets were well exceeded in English and were met in mathematics. More challenging targets of 64 per cent have been set for English this year and less challenging targets of 61 per cent have been set in mathematics. These should be easily exceeded in both cases and do not set the school sufficient incentive to drive standards upwards.
- 10 In English, pupils' speaking and listening skills are well developed from the start and they are good. In Years 1 and 2, pupils are confident and articulate when answering questions and expressing their ideas. By the end of Year 6, pupils answer questions and speak with confidence using good vocabulary to explain their ideas and opinions. Very good standards are seen in reading throughout the school. Pupils generally read with a sense of enjoyment and involvement, and become increasingly fluent and accurate as they move through the school. Standards of writing are good. Pupils are given a good range of opportunities to develop their writing skills. Spellings are systematically taught, and pupils become more confident in using punctuation and grammar correctly. Teachers are good at encouraging their pupils to present their work well, and standards of handwriting become clearer, more fluent and neater as pupils get older. Pupils at the end of Year 6 write for a variety of purposes, understanding the basic conventions of letter writing, story, presenting an argument and reporting.
- 11 In mathematics pupils achieve satisfactorily overall. In individual lessons they often make good and very good progress. The school is aware of the need to raise the standards of the more able pupils and is taking steps to deal with this. Pupils in Year 2 understand division, and learn to apply this effectively to every day problems such as sharing sweets for a party. More able pupils use the appropriate signs, which indicates they are working towards the higher Level 3. Year 6 pupils have good recall of multiplication and division facts and know how to measure and estimate angles of different degrees. They effectively apply this knowledge to other activities such as creating an accurate net for a given shape. However, in some lessons in the junior classes there is still insufficient focus on ensuring more able pupils tackle higher level work with greater pace.
- 12 Achievement is overall satisfactory in science and standards are in line with expectations at the end of both Year 2 and Year 6. However, pupils achieve better in developing their knowledge and understanding of science than they do in developing their science skills. Analysis of pupils' work in their books indicates that average attaining pupils sometimes have insufficient opportunities to consolidate their understanding before moving on to the next stage of learning.
- 13 It is not possible to make firm judgements about standards in information and communication technology at the end of either Year 2 or Year 6 because very little information and communication

technology was observed during the inspection. This is because there are too few computers in the school for the National Curriculum to be taught properly.

- 14 Standards achieved by pupils in physical education at the end of both Year 2 and Year 6 are above the national expectation. There are particular strengths in swimming and in games and in the way in which the curriculum is supported by such a wide range of extra curricular activities. In religious education standards are in line with the expectations of the locally agreed syllabus at the end of both Year 2 and Year 6. Standards in all other subjects of the curriculum are satisfactory.
- 15 The achievement of pupils with special educational needs is satisfactory. This is because they receive appropriate additional support from teachers and teaching assistants and have access to the full National Curriculum. Pupils with English as an additional language make good progress in learning English. Pupils at the early stages of English language acquisition have received an intensive programme of support, which has enabled them to get off to a good start. Pupils at a later stage of English acquisition are well supported when necessary. All pupils in the school are fully included. There is a significant minority of American pupils in school who are completely included in all aspects of school life.

Pupils' attitudes, values and personal development

- 16 The good attitudes and values that pupils have reflect the school's level of care and its good provision for pupils' personal development. Pupils respond well and as a result their spiritual, moral, social and cultural development is good and they work well together and help each other. This was seen in many lessons when pupils worked together in pairs or in groups, for example, when pupils in Year 4 were working together to find out whether certain solids would dissolve in water.
- 17 Good attitudes begin in the Foundation Stage where children settle well into school routines and become increasingly confident. They listen attentively to their teachers and to each other; they work hard and concentrate well in lessons. They show care and concern for each other and have a clear understanding of what is expected of them and how they should behave. When working together they share resources, chat about what they are doing and show how capable they are when it comes to organising themselves.
- 18 Most pupils are enthusiastic about school, show an interest in lessons and have good attitudes to learning. They are involved in all that the school offers them. This is seen in the very good take up of extra curricular activities and after school clubs. Their personal development is significantly enhanced through the extensive range of extra curricular activities and school visits. Pupils' behaviour in lessons and around school is usually good and sometimes very good, although some challenging behaviour by a tiny minority of pupils was observed in a few lessons. This was usually well managed by the teachers. Pupils treat school property with respect and share equipment fairly. Pupils display good attitudes to their work. This was seen in a Year 3 physical education lesson in which pupils were very enthusiastic and responded positively to the challenge of balancing on different parts of their body.
- 19 Pupils with special educational needs also have a positive attitude to school and they work hard. They contribute to lessons and their ideas are valued. The teaching assistants encourage pupils and support their inclusion in class activities.
- 20 Pupils know what behaviour is expected of them and most respond well to teachers' high expectations. Through the good provision for their moral development they learn right from wrong. This helps them to respect the feelings and values of others. Pupils know what to do if bullying should occur and they are happy that they have someone to turn to if they are hurt or upset. The school has clear policies for bullying and behaviour and these are consistently applied and contribute to the good behaviour and very good relationships evident during the inspection. No oppressive behaviour was seen during the inspection. There have been no recent fixed term or permanent exclusions from the school in the last year, which reflects the school's aim of good behaviour from all pupils.

- 21 Pupils' personal development and the relationships throughout the school are very good. These very good relationships are based on mutual trust and respect. Staff set a good example for pupils to follow. Pupils show respect to visitors and are always willing to be helpful. They carry out a wide range of tasks for teachers such as taking attendance registers to the office, setting out chairs for assembly, tidying up classrooms and manning the school office during the lunch break.
- 22 The overall attendance at the school is good and is above the national average. The incidence of unauthorised absence is low and is below the national average. The level of pupil lateness at the school is low.

HOW WELL ARE PUPILS TAUGHT?

- 23 Throughout the school the overall quality of teaching and learning is good. Twenty five per cent of the lessons seen were very good or better. This represents a significant improvement since the last inspection when only 11 per cent of all lessons seen were very good or better. One unsatisfactory lesson and one excellent lesson were seen. Teaching was consistently good across the school.
- 24 In the Foundation Stage classes, teaching and learning is good overall. Teachers in these classes have a good understanding of how children of this age learn and recognise the importance of providing a supportive and caring environment in which children feel safe and valued. In the reception class children enter in the morning to soft music playing and this presents a calm learning environment for children. Lessons in these classes have good pace, which keeps children's attention and interest. Generous use of praise and encouragement encourages pupils to succeed. Teachers use a range of strategies to reinforce the learning objectives. For example, in a music lesson, the teacher moved effortlessly from one activity to another, clapping a rhythm, marching, singing nursery rhymes and playing percussion instruments. This resulted in children working hard and making very good progress. In both classes there is an appropriate focus on the development of social skills and on literacy and numeracy. Teachers take every opportunity to develop these skills through activities such as singing number rhymes and taking opportunities to allow children to talk to the class. In the reception class the teacher gives volunteer helpers a list of suggested questions they might ask children to encourage them to talk.
- 25 Overall the basic skills of literacy and numeracy are taught well and pupils learn well. However, in science there is insufficient focus on the teaching and learning of the skills of scientific enquiry. A strength of teaching throughout the school is in the way in which teachers use literacy skills extensively to support learning. There were fewer examples of teachers using numeracy skills in this way.
- 26 Teachers are confident teaching the National Literacy Strategy and have a secure understanding of what they are teaching. Teachers model spoken language well and pupils are encouraged to use appropriate terminology accurately. As a result they quickly develop good speaking and listening skills.
- 27 Some of the best teaching and learning is in mathematics lessons. The strength of almost all lessons is in the mental and oral starters. Fun activities ensure pupils enjoy this part of the lesson and make good progress. For example, in Year 5, the activity involved working out how they could use six darts to obtain a particular number on a dartboard. Very good use is made of practical resources and in particular the wipe clean white boards. Teachers use these well to maintain the pace of a lesson and to assess how well pupils understand.
- 28 In the lessons observed teaching of science was good. Teachers have a secure understanding of science and are able to plan well lessons that cover the knowledge of what pupils need to learn. They recognise that pupils learn most effectively when involved in practical activity. Teaching was not overall very good because teachers are unclear about why pupils need to learn science skills and pupils make less progress in this aspect of science. The lack of a clear plan of progression in

the teaching and learning of science skills means that teachers are not sure about what skills to teach or what to expect pupils to be able to do at each stage of learning.

- 29 It is not possible to make a judgement on teaching and learning of information and communication technology because only one lesson was observed. This lesson had to be adapted because the computer crashed. The reason why so little teaching occurred during the inspection is because the school has insufficient computers to enable the National Curriculum to be satisfactorily delivered. Nevertheless there is evidence that teachers do try. Throughout the school there are examples of pupils using technology to word process, to collect and analyse data, and to create pictures. Teachers demonstrate use of the internet.
- 30 The only unsatisfactory lesson was observed in art and design. In this lesson, the lack of subject knowledge and expertise by the teacher meant that the activity was not sufficiently challenging or the pupils given sufficient guidance to succeed. However, this was due to a number of factors related to specific subject training needs and support, and there was nothing to suggest that this happens very often.
- 31 Teachers generally have good subject knowledge of the subjects they teach, however, in some lessons a large amount of the lesson is teacher led and pupils have too few opportunities to take responsibility for their own learning. This was seen particularly in history and geography in the older classes.
- 32 The teachers know the pupils well, and day to day assessment is good. In most lessons pupils with special educational needs are well catered for. However, work in the foundation subjects is often not sufficiently differentiated to meet the needs of the more able pupils. As a result progress for these pupils is limited. The teachers use questions well to check pupils' progress and, in some classes, marking provides good information on how work might be improved. In most classes individual white boards are used effectively to check pupils' progress during lessons. Learning support assistants make a significant contribution to the progress pupils make especially when they work on their own with small groups of pupils.
- 33 The teaching and learning of pupils with special educational needs is satisfactory. The teachers and teaching assistants work hard to create positive working environments in which the pupils feel confident. They establish relationships of trust with the pupils and encourage them through effective questioning and high expectations. Teachers and teaching assistants work closely together to identify learning needs and note achievements. This is most effective where there are clear systems in place for the teaching assistant to observe learning, participation and behaviour. Resources are managed appropriately to support groups. Planning does not always take account of pupils with special educational needs and modified work is not always provided in order to support their learning. Similarly, work is infrequently matched to the learning ability of higher attaining pupils. A policy for the teaching and learning of talented and gifted pupils is not yet implemented.
- 34 Teachers are very aware of the need to ensure all pupils are included and make every effort to ensure that all are fully involved. Pupils with English as an additional language are well supported. On the rare occasions that the American pupils need support with unfamiliar English language conventions they are well supported.

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

- 35 The school provides a broad and balanced range of learning opportunities in all subjects of the National Curriculum except for information and communication technology, which does not meet the statutory requirements. There are not enough computers in the school to allow pupils to develop their skills sufficiently well, and those that are there are not used sufficiently to reinforce skills or support learning in other subjects. Religious education is taught according to the requirements of the locally agreed syllabus and in Years 5 and 6, pupils have the opportunity to

learn French for half an hour a week. All pupils have the opportunity to learn to swim, as the school is fortunate to have a covered swimming pool on site.

- 36 Each subject has a clear plan of termly projects, which shows what is taught from the reception classes to Year 6. This is supported by National Curriculum guidance, which provides an effective framework to support teachers' planning, except in art and design where there is insufficient guidance to support teachers who lack expertise in the subject. There have been improvements in the breadth of the curriculum for design and technology and a stronger emphasis on problem solving in mathematics. These have raised standards in both subjects. Teachers' planning is detailed and thorough and objectives for what pupils will learn are drawn appropriately from the national guidance and literacy and numeracy strategies.
- 37 The national strategies for literacy and numeracy have been implemented well throughout the whole school and have had a significant impact on raising standards in English. There is good use of pupils' literacy skills in a range of subjects such as history but insufficient use of numeracy skills, for example in design and technology. Throughout the school, there is a strong focus on developing pupils' vocabulary. This, together with the Literacy Strategy, is improving pupils' speaking and listening skills and the quality of their reading. A strong focus on handwriting has been successful and good quality presentation is found across a number of subjects, in particular design and technology. The school library was not in use during the week of the inspection but is usually used to develop pupils' use and understanding of libraries, and to enable them to borrow books. Some literacy sessions are based in the library. Pupils are given a satisfactory amount of homework but parents would like more information on the time that should be devoted to it and fixed dates for when it should be completed.
- 38 The quality and range of the curriculum for the Foundation Stage is good. It is appropriately based on the new curriculum and linked to the early learning goals. The Foundation Stage consists of one reception class and a mixed reception and Year 1 class and the teachers work together well to plan a coherent range of learning opportunities based on the areas of learning.
- 39 The school has adapted its curriculum satisfactorily to take account of most pupils' particular needs. The school is inclusive and its support strategies ensure that all pupils have equality of access to the curriculum. Experienced classroom support assistants ensure the school's policy is translated into practice. All classroom support assistants provide good support to individuals and small groups of pupils ensuring they are fully included. The school has identified development of its policy and provision for gifted, talented and more able pupils in the school development plan. However, the current provision for more able pupils does not ensure that all these pupils are sufficiently well challenged. Teachers set different work for higher attaining pupils but they do not always look at the requirements of the next level of the National Curriculum or ensure that there is greater challenge, rigour or tighter time requirements for more able pupils.
- 40 The provision for pupils with special educational needs is satisfactory. This remains the same as at the time of the last inspection. The implications for the school of the new Special Needs Code of Practice have not yet been fully evaluated and therefore it has not been possible to begin its full implementation. All the individual education plans are in place for identified pupils and these are regularly reviewed. However, they do not always identify specific criteria for the achievement of targets and do not always recognise that some of the more specific targets may take a shorter timescale. The practice of working the learning targets from the education plans into class work is not consistent across the school. There are insufficient opportunities for pupils to use computer programs to support reading and spelling skills.
- 41 The provision for pupils with English as an additional language is good. Pupils at the early stages of English language acquisition receive help in developing their speaking and listening skills. Pupils at later stages are well catered for as teachers ensure that they are fully included in all class activities and that they understand fully. The school is fully inclusive for all its pupils. The American pupils in the school are fully included in all aspects of school life, and are integrated well into the whole school community.

- 42 The school's provision for personal, social and health education is based on a new scheme, which has only been operating for a few weeks. No lessons were taught during the inspection week, but Year 6 pupils are very clear about what it means. They recalled a previous class lesson where they had discussed issues related to smoking and peer pressure, and as a result they have developed strong strategies and greater confidence in resisting temptation.
- 43 Teachers provide a very good range of extra curricular activities with a strong emphasis on sports and creative arts. There is also group music tuition provided by specialist teachers. The school has close links with the community. Visits to places of local interest, such as the village museum, and visitors to school enhance the curriculum. These include a local artist who spent a day in the school working with pupils, discussions with a vet, the chairman of the local historical society, and the local rector, who regularly takes assemblies and contributes to some RE lessons. The school uses parents' skills well to broaden pupils' understanding, for example, American parents explain how they celebrate 'Thanksgiving' and parents with new babies bring them into school and show how they are cared for. The school has close links with other schools and joins in local music festivals and inter sports challenges. There are close links with the local high school. Year 7 pupils and teachers visit Year 6 pupils to help prepare them for transfer, and Year 10 pupils complete periods of work experience in the school.
- 44 The provision for the spiritual, moral, social and cultural development of pupils at the school is good. Spirituality is evident through the school's ethos in which all pupils are valued and encouraged to value each other. Spiritual values are not only taught in religious education lessons and school assemblies, but in a wide variety of ways in all aspects of the school's life. All pupils attend a daily act of collective worship and this is usually delivered through regular infant and junior assemblies. Religious education lessons contribute to the development of pupils' spiritual education through activities such as visits to the local church. In other ways pupils are given opportunities to reflect on spiritual matters during their ordinary schoolwork. In an infant assembly, for instance, the individual achievements of pupils were celebrated, and pupils were given a moment for quiet reflection, as they joined in the 'Lord's Prayer'. Such activities foster respect for people with differing ideas and cultural heritage. Pupils are encouraged to think about what they see and not make judgements too soon. During a junior school assembly, children were amazed to see the teacher and one of her pupils eating from a tin of clearly marked cat food only to discover that all was not as it initially seemed! The 'cat food' was really rice pudding and chocolate.
- 45 The moral development of pupils is good. Teachers act as good role models for pupils in the way they present themselves in the classroom and around the school. The caring ethos of the school is used well to promote the difference between right and wrong. In the Foundation Stage, pupils are taught from an early age to take turns and to share toys and games with their fellow pupils. The school's behaviour code is prominently displayed on classroom walls and both teaching and support staff apply the rules consistently. A team points system is also used well to encourage children to act with responsibility and to work hard. An equally effective sanctions system is occasionally used to reinforce the moral code of the school. These values are well implemented by all members of staff, on the basis of secure relationships, and contribute to pupils' understanding of values of justice for all members of society, regardless of their cultural heritage or background.
- 46 The social development of pupils is good. Pupils are able to practise their social skills in the school dining room and in the playground and there are also many other regular opportunities to develop these skills. In the classroom, pupils are often encouraged to collaborate on various projects. All pupils at the school have at least one 'away day' from the school each year, and Year 6 pupils are invited on an annual residential visit, which is used to enhance their knowledge of local culture and traditions and develop their social skills. .
- 47 Cultural development of pupils is good. Pupils have many opportunities to study local culture through curricular subjects such as English, history, geography and art. They learn about local history when they visit the museum at Feltwell. The richness of other cultures includes the ancient Greeks, the Romans and the Egyptians. Pupils learn about other faiths in religious education lessons and one classroom display demonstrates the study of Islam.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 48 The procedures for child protection and pupils' welfare are satisfactory and have been maintained since the last inspection. The monitoring of personal development and for pupils' educational support and guidance are also satisfactory.
- 49 Child protection procedures are in place and are effective. All staff have received training and are fully aware of the procedures. The school has a satisfactory health and safety policy and promotes the awareness of health and safety issues, for example, in the reception class pupils celebrating a birthday were warned of the danger of lighted candles. Procedures for providing first aid are satisfactory. During the inspection there were a few examples of pupils receiving minor bumps in the school playground and the lunchtime supervisors and administrative staff were quick to offer an appropriate level of care. Detailed records are maintained of all accidents and parents are kept informed as required. The school conducts regular health and safety checks of the site and there is a regular fire drill. During the inspection a few health and safety issues were brought to the school's attention, and the school is already reviewing its procedures and is taking effective action. Other risk assessment procedures are still at an early stage and risk assessments of activities undertaken in class are necessary.
- 50 The school has developed strategies for the monitoring and control of challenging behaviour and the impact of this can be seen in the good attitudes and the behaviour of most pupils both in the classroom and across the whole school. An effective rewards and sanctions system is used as part of the behaviour management system. All staff expect good behaviour from pupils. However, there are some pupils presenting challenging behaviour who do not have behaviour management plans and receive little support in this area. This affects their learning at times and can also disrupt the learning of other pupils as well.
- 51 The school acknowledges pupils' individual achievement through the praise given to them in the classroom and, more formally, during merit and reward assemblies in which both pupils' and team successes are shared with the whole school population. The opportunities presented by the school to pupils to enhance their personal development by taking on responsibility for various tasks around the school are wide and include a 'Friends at Break' scheme which involves older pupils looking after and supporting younger ones in the playground.
- 52 The teachers and teaching assistants working with pupils with special educational need support them positively. Adults and pupils are sensitive to the needs of pupils with physical disabilities and they have good access around the building and to the curriculum. The involvement of pupils with special educational needs in reviews and target setting is not yet a strong feature of the support process.
- 53 The present system of monitoring the individual levels of pupil absence is satisfactory mainly because of the high attendance levels, but the school is not fully utilising the computerised statistics available. The entries made in the registration system are consistently applied across the school. The school also maintains other relevant and helpful records linked to pupil absence such as a late book.
- 54 Procedures to assess children's attainment soon after they start school are in place in the reception classes. This information is then used to inform planning for appropriate activities. In the other classes there are satisfactory assessment procedures in English, mathematics and science and regular end of term tests are carried out. Files are kept of individual pupils' achievements. Other standardised tests have recently been introduced but their impact has yet to be felt. However the manner in which the information is stored is bulky and is not readily accessible to support teachers when planning their lessons in the short and medium term. It is difficult for teachers to see an individual profile and so underachievement in individual pupils is not easily identified or remedied. This is having an impact on the overall standards the school achieves, particularly of the higher attaining pupils. The monitoring and supporting of pupils' personal development is only satisfactory because the planned programme of work for personal development has only recently been put in place and it is not possible at this time to judge its impact.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 55 Parents' views of the school are good, as are the school's links with parents. The impact of parental involvement with the school is good and the information provided to parents about pupils' progress is also good.
- 56 A high majority of parents who completed the questionnaire are very supportive of the school and of its aims and objectives. Parents feel that their children like school and that they are making good progress. They believe that teaching is good and that their children are expected to work hard. They are comfortable approaching the school with a problem. However, a minority of parents felt that they were not kept well informed of their children's' progress, that the school was not well managed and that there was not an interesting range of activities for children outside lessons. Some parents expressed concern about bullying. The inspection team agrees with the parents' positive views of the school but do not agree with the negative comments.
- 57 End of year academic reports provide a good level of information to parents in terms of the general details of what their children have been studying over the past year and of the progress they have made. However, the depth of information about future targets for improvement is limited and the attendance information provided does not meet with statutory requirements because the level of absence is not shown. The school also sends out regular newsletters to keep parents informed and these provide a good level of detail covering curricular topics and other relevant domestic issues. The governors' report to parents is of a good standard and provides parents with detail of the school's progress and activities over the past 12 months. The school brochure has a special supplement for the American parents, which explains something about the English system of education.
- 58 Pupils are given a satisfactory amount of homework but parents would like more information on the time that should be devoted to it and fixed dates for when it should be completed. The leadership and management of the school are good. Teachers provide a very good range of extra curricular activities with a strong emphasis on sports and creative arts. The curriculum is enhanced by visits to places of local interest. No oppressive behaviour was seen during inspection. Pupils know what to do if bullying should occur and they are happy that they have someone to turn to if they are hurt or upset.
- 59 A few parents are regular visitors to the school and provide classroom support by helping to listen to pupils read and in assisting with extra curricular activities. Occasional homework is provided to supplement pupils' work at the school and this includes a variety of reading books and other curricular related topics. The school operates an 'open door' policy and parents are always welcome to discuss any particular areas of concern in relation to the progress of their children. The level of parental support to pupils both at school and at home is good. There is a good level of additional support provided to the parents of pupils with special educational needs and physical disability. Parents of pupils with special educational needs are kept informed of progress and have the opportunity to be involved in all the processes of review. Many parents are pleased with the support the pupils receive. There is also a wide range of external visitors to the school who provide academic, medical, and pastoral support to both pupils and parents. The school's parents and teachers association is an effective body and provides significant fundraising, academic and social input to the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 60 The leadership and management of the headteacher and senior management team are good. The headteacher is well supported by a hardworking deputy headteacher. Together with the coordinators they work together well, sharing an understanding of the strengths and weaknesses of the school and establishing ways of securing improvement in the standards achieved. The headteacher's presence around school ensures smooth running from day to day. The school has clear aims that are supported by the pupils, staff and governors. They are successfully raising

standards, promoting good positive attitudes to school, good behaviour by the majority of pupils, good manners and very good relationships. The headteacher has successfully created a positive and caring ethos within the school in which relationships are very good and in which the school's aims and objectives are fulfilled. All pupils are happy to come to a school in which all are fully included and valued.

- 61 The key issues of the last inspection have been successfully dealt with and systems for monitoring and evaluating the work of the school are now well developed. The school has responded well to the key issue of the last inspection to monitor teaching more rigorously and as a consequence teaching in the school is now good overall. The roles of the curriculum coordinators have been strengthened and all coordinators prepare action plans for the future development of their subjects. The head, the deputy and the coordinators all monitor the curriculum planning, the work of pupils and teaching. Whilst there is a clear intention to raise standards the focus on how this will be done is not always clear. For example, clear links between teaching and learning and the raising of standards are not consistently developed in the monitoring reports. Class progress is well documented and analysed.
- 62 The coordinator for special educational needs has a secure knowledge of the issues relevant to the support of pupils. She has an overview of provision across the school and supports teachers reviewing progress and identifying learning targets. Teaching assistants are deployed effectively to support the pupils with statements and by working alongside groups in lessons and in withdrawal groups. They are committed to supporting the pupils and work hard to do so. However, there are limited opportunities to support some pupils showing more challenging behaviour.
- 63 The governing body is very committed to the school. They meet regularly, have a sound grasp of the necessary administrative and organisational features of running a school and are efficient in their management duties. Despite the fact that they have several vacancies, which they are unable to fill, they work hard to support the school. When possible, governors visit the school. Governors with subject links receive reports from the coordinators. This helps them to develop first hand views about the work of the school. Because of the number of governor vacancies it is difficult for the existing governors to find the time to be as involved as they would like. As a result, committees have been grouped together in order to make fewer demands on governors' time. Nevertheless they are aware of the strengths and weaknesses of the school and in particular the need to improve the provision for information and communication technology. All statutory duties are fulfilled.
- 64 The school has an appropriate strategy for appraisal and performance management. Reviews are up to date and improvement targets are clear.
- 65 All staff are included in the planning for school improvement and the plan is reviewed at a staff meeting each term. The governors quality and development committee regularly evaluates its progress. The senior management team sets priorities after auditing the progress of the previous year's improvement plan. The school development plan has clear targets, which are costed and closely related to the budget. However, it is not always closely focused on the raising of standards, for example, in information and communication technology. References to the people responsible for monitoring the success, and to the success criteria are not clear enough to support effective evaluation of the impact of the measures for improvement.
- 66 The school's financial planning takes account of its immediate priorities. The school is aware of the principles of 'best value' and is starting to apply them to its major financial decisions. For example, the governing body made the strategic decision to employ extra teaching staff to boost standards at the end of Year 2 and Year 6. This will be reviewed at the end of this year. The school receives grants from the Edmund de Moundeford trust. These funds are properly accounted for and are spent on their intended purposes, for example, to purchase a new cover for the swimming pool and to replace the school photocopier.
- 67 The match of teachers and teaching assistants to meet the demands of the National Curriculum is good and the school benefits from the appointment of two part time teachers who are able to work with small groups of pupils in order to raise standards at the end of Years 2 and 6. The teachers

have an appropriate range of subject expertise, although in art there is a need to share this more effectively. There are suitable procedures for inducting teachers that are new to the school or who are newly qualified.

- 68 Overall the accommodation is good and well maintained and cared for by the caretaking and cleaning staff. It is enhanced by the provision of extensive playing fields and its own indoor swimming pool. There are a number of quiet areas where small groups of pupils can work. Although two classes are housed in a temporary building this is very close to the school and this does not disadvantage the pupils. The overall level of resources is satisfactory although the provision of computers and software to use on them is poor.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 69 In order to further develop the school, the governors, headteacher and staff should:

- (i) Ensure that the National Curriculum for Information and communication technology is delivered effectively and that standards are in line with national expectations by:
- taking steps to provide enough computers in school to allow teachers to teach the curriculum successfully;
 - providing sufficient software to cover all aspects of the curriculum;
 - including regular timetabled lessons to teach information and communication technology skills;
 - giving pupils sufficient opportunities to practise skills;
 - including opportunities for the use of information and communication technology when planning the teaching of other subjects of the curriculum.

(paragraphs 13, 29, 35, 63, 65, 88, 95, 104, 107, 111, 117)

- (ii) Raise the standards attained by the more able pupils in English, mathematics and science, by:
- simplifying assessment procedures and the recording of assessment so that the progress of individual pupils can more easily be tracked and the curriculum more effectively planned to meet their individual needs;
 - putting a clearer focus on the raising of standards when monitoring and evaluating teaching and the curriculum;
 - planning a curriculum that more effectively meets their needs.

(paragraphs 2, 4, 5, 8, 39, 54, 61, 90, 93, 94, 96, 104, 108)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	29	15	1	0	0
Percentage	2	23	48	25	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	234
Number of full-time pupils known to be eligible for free school meals	0	17

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	67

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.0
National comparative data	5.6

School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	23	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	22	21
	Girls	16	16	15
	Total	37	38	36
Percentage of pupils at NC level 2 or above	School	95 (95)	97 (92)	92 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	21	20
	Girls	16	15	15
	Total	37	36	35
Percentage of pupils at NC level 2 or above	School	95 (95)	92 (92)	90 (95)
	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	17	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls	12	7	10
	Total	27	21	25
Percentage of pupils at NC level 4 or above	School	90 (70)	70 (79)	83 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls	12	8	10
	Total	27	22	25
Percentage of pupils at NC level 4 or above	School	90 (73)	73 (79)	83 (85)
	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	5
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	3
White	227
Any other minority ethnic group	4

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)	11
Number of pupils per qualified teacher	21.7
Average class size	26.6

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	105

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.4
Number of teachers appointed to the school during the last two years	4.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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	521,500
Total expenditure	546,257
Expenditure per pupil	2,248
Balance brought forward from previous year	56,702
Balance carried forward to next year	31,945

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	239
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	3	0	0
My child is making good progress in school.	59	39	0	0	2
Behaviour in the school is good.	35	55	6	1	3
My child gets the right amount of work to do at home.	38	40	20	0	3
The teaching is good.	61	36	0	0	3
I am kept well informed about how my child is getting on.	59	32	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	70	24	1	3	2
The school expects my child to work hard and achieve his or her best.	62	32	3	0	3
The school works closely with parents.	45	42	8	2	3
The school is well led and managed.	42	44	8	1	5
The school is helping my child become mature and responsible.	52	39	8	0	1
The school provides an interesting range of activities outside lessons.	41	42	6	2	9

Other issues raised by parents

A small minority of parents were concerned about bullying

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

- 70 The quality of education provided for children in the reception class is good and they continue to make good progress when they transfer into the mixed reception/Year 1 class. In the reception class the quality of provision is particularly enhanced by the contribution made by the support assistant. Children begin school in the Foundation Stage with average levels of attainment and although there are some children already on the special educational needs register, a number show above average levels of attainment particularly in speaking and listening. By the time the children reach the end of the reception year the vast majority will have attained the early learning goals in all the areas of learning and a number will exceed them. Progress in all the areas of learning is good considering the fact that the school has no nursery and some of the children will only be in the reception class for two terms. Pupils with special educational needs and those with English as an additional language are well supported and make good progress. The Foundation Stage Curriculum is fully in place. Joint planning between the two classes is working very well and securing progression and continuity. This is an improvement since the time of the last inspection.
- 71 Children enter the reception class in September and January, with the oldest children transferring to the mixed age class in January. The majority of children have attended the local playgroup and there is a very good relationship between the school and the playgroup leader. A small number of children have no preschool experience and often find difficulty in settling in and working and playing in harmony with other children. The reception teacher goes to great pains to collect as much information as possible about the children before they begin school. This information comes from the playgroup and discussions with parents and forms the basis of an entry profile for each child. It is then used to inform planning for appropriate activities.
- 72 The quality of teaching and learning observed, in all the areas of learning is good and in some lessons observed very good. In both the reception classes, relationships are very good. There is a very supportive and caring environment where teachers and support staff make the children feel valued. This shows itself in the good levels of confidence the children have and the way in which they demonstrate good levels of self esteem. A strong feature of the teaching is the consistent use of praise, encouragement and good humour. This inspires the children to want to work hard and make their best efforts for the teachers. The classroom assistants take full responsibility for a designated activity and guide the children skilfully through their tasks. Planning is through a well managed and detailed series of topics. The current topic on babies includes activities that are related to all the areas of learning and is rich in many experiences. Assessments are regularly carried out and plot the progress of each child in all the areas of learning. During the whole class literacy session the classroom assistant makes detailed notes of each child's involvement so that these can be used to make sure that no child is missing out or not being fully included. Teachers make use of these ongoing assessments to inform daily and future planning. Pupils with special educational needs have very clear individual learning plans to steer their progress. They achieve well in relation to their abilities. The pupils with English as an additional language are given intensive support to help them settle into school and then well supported on a day to day basis in lessons. They also achieve well.

Personal, social and emotional development

- 73 Children in the Foundation Stage, including those with special educational needs, and those with English as an additional language, make good progress in developing their personal and social skills. In this area of learning the children achieve the early learning goals by the time they reach the end of the reception year. In the reception classes the children are confident with adults and are able to cooperate with each other in all the activities that are provided. In this class, children

come in at the beginning of the morning to soothing music and all of them gravitate to where the teacher is sitting in the carpet area. After their teacher had been absent, they showed their pleasure at having her back as they arrived and chattered away, talking about what they had been doing. The warm and secure environment in both classes makes the children feel safe and they continually demonstrate a sense of trust. They show care and concern for each other and have a clear understanding of what is expected of them and how they should behave. Visitors immediately feel that they are a member of the group when children chat happily to them about what they are doing. When they have had their registration and morning discussion the children move into their designated activity with a sense of purpose and enjoyment. When working together they share resources, chat about what they are doing and show how capable they are when it comes to organising themselves. One little boy moving into the area with the large plastic blocks was clear in his intention that he was going to build a house.

- 74 In this area of learning the teachers and support staff strike a very good balance between activities where children can exercise choice and activities that are teacher directed. Discussion time and assemblies take the opportunity to address issues such as friends, persistence, helping one another and how we behave. The quality of teaching and learning in this area is very good.

Communication, language and literacy

- 75 The provision for the development of the children's language and literacy skills is very good. Children, including those with special educational needs and those with English as an additional language, make good progress and by the end of the reception year children meet all the early learning goals in speaking and listening, reading and writing. In both the classes, the environment is rich in books, words and in conversation. Every opportunity is taken to engage the children in using language. In a simple activity such as calling the register opportunities are seized to talk about and they name the days of the week. Flash cards are used with all the children's names on so that they can recognise and say each other's names. Children are attentive when the teacher talks to them and if she asks them a question they are eager to respond putting their answers into sentences. During these sessions where the skills of listening and speaking are being developed the support assistant plays a vital role in observing the children. She keeps careful records of the involvement of children and their responses. In this way the teacher can adjust her questioning in the future to target any children who are being over shadowed by the more confident members of the group. By the time they reach the end of Foundation Stage the children listen carefully to the teacher and to each other, they follow instructions and if they are uncertain they ask questions. They are eager to answer questions and will quite naturally begin a conversation with an adult.
- 76 In the reception class, a whole class session looking at the 'Owl Babies' book showed how keenly interested they are in books and reading. They rehearse the names and parts of the book, and when the teacher suggested they start reading from the back of the books she was quickly corrected and instructed to start at the beginning. As the story progressed the children joined in reading familiar sections from the story. In their group work, children move from identifying pictures beginning with a particular initial letter sound to working out words on their own. To do this they use a range of strategies from sounding out words to using picture clues. The good teaching of early reading skills makes a significant contribution to the good standards in reading in the infant classes.
- 77 From the moment children enter the reception class and begin to pretend to write, by making squiggles on their pieces of paper, the teachers ensure that they are holding the pencil in the correct way. This ensures that by the end of the Foundation Stage children are forming good letter shapes and gaining confidence in writing. From copying the teachers' writing under pictures they have drawn, the children progress to making their own shopping lists, recording each item under the one above. Older reception children record foods they are going to take on the 'Teddy Bears Picnic' and with clearly formed letters itemise crisps, carrots, drinks etc. Children make good progress in their writing skills due to the interesting opportunities they are given to promote writing and the clear guidance on how to form good letter shapes. One such opportunity comes from 'Elmer the Elephant.' Elmer is a soft toy who goes home with a designated child. The child writes a letter to Elmer and then eagerly awaits a reply. This has a very positive impact by encouraging

children to write for a real purpose and it involves the parent in supporting the development of their own child's writing. The quality of teaching and learning in this area is good.

Mathematical development

- 78 The provision for children's mathematical development is good and children are taught well. In both the reception classes, through a wide variety of interesting and practical activities of high quality, children, including those with special educational needs and those with English as an additional language, make good progress. In all the different aspects of mathematical learning the children achieve the early learning goals by the end of the reception year and some children exceed these. In the classrooms many of the displays focus on aspects of mathematics. The display of the bears shows how the children have ordered them according to size. Another display shows how children have sorted according to type and have identified animals with two feet, animals with fur and so on. Wherever possible, links are made with the topic work so that learning becomes more meaningful due to the connections between the different areas of learning. As part of the topic on babies, the younger reception children are learning how to sort and match, using clothes that would have been used by a baby, children's clothes and those worn by an adult.
- 79 A good feature of the whole class sessions is the use of number songs, which reinforce the learning. During these sessions teachers use a good range of different activities and resources to keep the children interested and approach the aspect being taught from different directions. Children learning their numbers up to 20 began the session with a counting song. They then moved on to using a number fan with numbers up to ten. This soon led into a game of number bingo where the children showed how able they were in recognising and ordering numbers up to 20. Carefully planned activities enable children to name basic shapes, construct symmetrical pictures and use correct mathematical language when describing position. Much of the work in mathematics is based on real experiences. The children carry out a simple census of the traffic passing school and learn how to record it on a bar chart. Through these kinds of carefully planned experiences the children extend their knowledge in mathematics. All the activities seen during the time of the inspection were of a high quality and were carefully thought out to challenge and extend the children's thinking. The quality of teaching and learning in mathematics is good.

Knowledge and understanding of the world

- 80 Both reception classes provide many rich experiences from which children learn about their own lives and the world in which they live. By the time they leave the reception class the majority of children, including those with special educational needs and those with English as an additional language, achieve the early learning goals and many exceed them. Much of the work is planned as part of the topic but distinct strands of science, history, geography and technology can be identified in the planning. The current topic on babies is taking the children into all kinds of areas of learning. Not only are they learning about how they have changed since the time they were babies but they are learning about the needs of babies and how they are looked after. In a marvellous afternoon session in reception the midwife brought in a baby to bath and dress and talked to the children and answered their questions. At a later date, the vicar carried out a pretend baptism so that the children could begin to highlight important stages in life. Emphasis on these real experiences adds greatly to the children's fund of knowledge. Exploring the local park feeds into the language curriculum as children use their early skills in handwriting to put together a menu for the picnic.
- 81 In science, the children study themselves and begin to understand how the body is constructed and what makes it work. Exploring the senses helps them to hear different sounds and to be able to describe the different texture of materials that we use. In history, much of the work revolves around stories of famous people such as Florence Nightingale. The children also look at their own history and through this work they are clearly beginning to gain an understanding of past and present. In the reception class many children have their first experience of working on the computer where they become confident in using the mouse. Opportunities are created for them to use the programmable toy and to learn how easy it is to put in a program that will control it. Experience with cassette recorders means that they understand how to switch machines on and off and use them with safety. Religious education plays an important part in this area of learning. Children learn about special people and special places such as places of worship. They meet the

local vicar and begin to understand significant events that happen in church such as weddings. In both classes, the teachers make good use of real experiences to stimulate the children's interest and learning and this has a direct impact on the good progress children make and the substantial amount of knowledge they acquire. The quality of teaching and learning is good.

Physical development

- 82 The majority of children reach the expected levels in physical development by the time they reach the end of the reception year. Children, including those with special educational needs and those with English as an additional language, make good progress in their physical development. Children in the Foundation Stage have access to a well planned adventure playground area where there are opportunities to climb, balance, jump and crawl. In this area they gain confidence in their movements and learn how to control the different parts of the body. In the school hall they learn to use the space as they move in different directions and at varying speeds. During a lesson in the hall the children showed how inventive they could be in moving lightly on their feet to a piece of music. In this session they observed and evaluated each other's movements and this helped them to improve their own performance. Both in the hall and outside they begin to learn how to throw and catch and how to balance a ball. All of these activities enable them to coordinate their movements and enjoy vigorous physical activity. Whilst the children are taking part in activities within the classroom, the teachers and support staff are helping them to develop their control and coordination skills. During an activity where children were forming letter shapes the teacher insisted on the correct way of holding a pencil. This emphasis on how to use tools in the most appropriate way means that by the end of the reception year children are confident in handling a range of small tools. They are able to cut out with scissors, use brushes with confidence and create printed pictures and collages using a range of materials. The quality of teaching and learning is good.

Creative development

- 83 In this area of learning the teaching and learning is good and the children make good progress. The majority of children achieve the expected level by the time they leave the reception class, including those children with special educational needs and those with English as an additional language. The teaching of basic techniques in both classes is very effective and this enables the children to learn appropriate skills. Children mix, use and apply paint with confidence creating an exciting frieze of all the class at a party. They use different kinds of materials and shapes to create collage pictures and use hand and finger paintings to create interesting effects. The children's work shows an increasing awareness of shape, pattern and colour as they progress through the reception classes. The role play area is linked to the topic on babies and here there are many items for sale from nappies to baby oil. When the baby in the cot cries or makes happy gurgles this changes the play that takes place. The imaginative play in this area is often enhanced by the presence of the teacher, or the support assistant, who join in the play, and develop the direction in which it is going. This enables the children to think of new ideas and use different language or roles. All the children love singing and their singing of the number songs at the beginning of the lesson is both tuneful and enthusiastic. The good teaching in both classes has enabled them to build a repertoire of songs and to have the opportunity to use and explore percussion instruments.

ENGLISH

- 84 At the end of both Year 2 and Year 6 standards in English are good overall, and those in reading are very good. The school's arrangements for the teaching of literacy both in designated time and within other subjects contribute to good standards across the school. However, last year's National Curriculum assessment tests show most pupils attaining within the average levels but few pupils reaching the higher levels. The school has identified the need to improve the standards attained by the higher attaining pupils. These pupils currently in Year 6 are given a challenging curriculum that extends their skills. The inspection judgement is that this year an average number of pupils will attain the higher Level 5. There has been an improvement since the last inspection

when standards at the end of Year 2 were judged to be above average and those at the end of Year 6 were judged to be in line with those expected nationally. Inconsistencies in teaching at the time of the last inspection have now been resolved. Pupils with special educational needs achieve satisfactorily and those with English as an additional language achieve well.

- 85 At the end of Year 2, standards in speaking and listening are good. In Years 1 and 2 pupils are confident and articulate when answering questions and expressing their ideas. They are secure knowing both teachers and other pupils value their answers. They actively listen to others and show this by responding appropriately and following the teacher's instructions with clear understanding. In reading, standards are very good by the end of Year 2. Pupils have an enthusiasm for books and read with confidence and enjoyment. They use expression to convey meaning and use appropriate word building strategies to read difficult words. Pupils predict what may happen next having established an understanding of the text. They are beginning to use dictionary skills with confidence. Standards of writing are good. Work is well presented and many pupils are beginning to use joined writing. They use a correct pencil grip and form letters accurately. Spelling of commonly used words is accurate and shows pupils making good attempts at more difficult words. Pupils experience a range of writing opportunities in subjects across the curriculum and use their growing understanding well in order to communicate information.
- 86 Standards by the end of Year 6 are similar. Pupils answer questions and speak with confidence using good vocabulary to explain their ideas and opinions. They listen well and respect what others have to say and respond appropriately. Reading is very good. Pupils obviously enjoy books and talk about them and favourite authors with enthusiasm. By the end of Year 6 pupils are able to use texts to find information using the skills of skimming and scanning. They use joined writing and some are beginning to develop a more mature cursive style. Pupils have a secure knowledge of grammar and punctuation skills; they recognise them and use them accurately in extended writing. Pupils write for a variety of purposes, understanding the basic conventions of letter writing, story, presenting an argument and reporting. Year 6 pupils are particularly proud of books they wrote and illustrated for children in the reception class.
- 87 The school library is an attractive and inviting area. All classes use it effectively to develop an understanding of nonfiction texts. Pupils learn how to find books using the classification system and older pupils play an important role as librarians looking after the library. It is also used as a teaching area for groups where they can work undisturbed.
- 88 Teaching and learning is good. Teachers have a good knowledge of the subject. This is reflected in planning and the way the skills of literacy are applied throughout the whole curriculum. Teachers model spoken language well and consistently use the technical terms associated with the various subjects in the appropriate contexts. In this way pupils are encouraged to use appropriate terminology accurately. Teachers understand that the skills of speaking and listening can be increased by levels, just as in reading and writing. This helps pupils develop good speaking and listening skills. Teachers use questioning effectively to encourage pupils to think more deeply and reinforce learning and develop understanding. As a result of the limited opportunities available, access to information and communication technology is not fully explored within lessons.
- 89 Teachers give pupils the opportunity to increase their confidence in an atmosphere of encouragement and praise. Pupils are expected to work hard, explore their own ideas and learn to recognise improvements in their work. Pupils respond well to this and try hard in lessons. Teachers use small wipe clean writing boards effectively. The pupils enjoy using them with the confidence that they can change their minds or add further ideas without spoiling a page of their exercise books. They are expected to use them to write down their ideas, spellings or vocabulary. This ensures that all pupils are engaged in the activity and when they show their responses, informal assessments are made to inform judgements about teaching and the need for additional support. In a minority of lessons pupils have insufficient time to work on their activities in order to reinforce their learning effectively and in these lessons learning is only satisfactory. The school structures the use of booster groups and a literacy programme to support the English curriculum. Training for an early learning support programme for Year 1 pupils will take place before the end of the current school year. These, together with the significant amount of time dedicated to preparing

pupils for the National Curriculum assessment tests at the end of both Years 2 and 6, are reflected in the levels attained. Teaching assistants are appropriately organised to support pupils. They are most effective when their observations of the pupils with whom they work are discussed with the class teacher to inform future planning. The very positive relationships with the pupils create a climate in which the pupils are willing to take risks with their learning.

- 90 Assessment is used extensively to measure progress through the National Curriculum levels and to identify annual attainment targets for each pupil. However, these are kept in individual folders which are too bulky to enable teachers to easily track the progress of individual pupils over time. Targets for the pupils are identified and shared with pupils and parents and reviewed termly. The learning objectives for each lesson are shared with pupils and the work planned always has a clear focus. At the end of one lesson the teacher asked pupils to evaluate what they had been doing. They not only identified what they had done, they could also explain what they had learnt during that lesson. At times pupils compare and evaluate each other's work and make constructive suggestions for improvement. This helps pupils understand the progress they are making and indicates to them what they can do to improve. Marking is effectively used as an assessment tool and also often identifies what the pupils need to do to improve their work. However, assessments are not yet being used to match work sufficiently well to pupils of different ability within each class. As a result there are times when the pupils with special educational needs find the work too difficult and the higher attainers are not sufficiently challenged. This means that their progress over time is only satisfactory.
- 91 The coordinator has a very good knowledge of the subject and has had a significant impact in raising its profile within the school. The English policy is due for review this year and the coordinator has identified the areas of teaching spelling and supporting higher attaining learners as issues that will need addressing when this takes place. The curriculum and pupils' work is regularly monitored and strengths and areas for development identified. However, the evaluation of effective teaching and learning is not yet developed sufficiently to have an impact on progress. There are adequate resources and these are well organised. There are plans to identify a new reading scheme during the next few months. The school makes positive efforts to emphasise the value of books and reading. This is evident through the enthusiasm of both teachers and pupils but also through displays, organisation of reading areas and regular book fairs.

MATHEMATICS

- 92 There has been good improvement in the curriculum since the last inspection. The National Numeracy Strategy has been introduced and there is a much greater emphasis across the school on mental mathematics, investigation and problem solving. As a result, the quality of teaching has improved. During the last inspection there were inconsistencies in the quality of teaching and some unsatisfactory teaching. The quality of teaching is now never less than good and there is some very good teaching, which results in higher attainment in these lessons. Better teaching overall is ensuring that pupils learn and use a wide range of strategies and have a good mathematical vocabulary.
- 93 Pupils at the end of Year 2 attain standards that are in line with national averages. Pupils, including those with special educational needs, achieve satisfactorily. Very good teaching in Year 1 challenged all the pupils' understanding of and ability to estimate and in this lesson standards were above expectations. Over a series of lessons pupils in Year 2 gained an understanding of division and learnt to apply this effectively to every day problems such as sharing sweets for a party. More able pupils gained a greater understanding of recording this using appropriate signs, which indicates they are working towards the higher Level 3. Standards have risen steeply since 1997 and early indications from teachers' assessments are that pupils' results in national tests will be higher this year. Last year's national test results were depressed by a lack of achievement by more able pupils. The school is aware that this should be a focus, and in lessons these pupils are given harder work and more complicated homework. However, teachers are not consistently looking towards Level 3 in the numeracy strategy to see how to challenge these pupils more regularly in all lessons.

- 94 Standards in the junior classes are in line with expectations in most lessons except in Year 3 and Year 5 where very good teaching challenges all pupils effectively and raises attainment higher. Year 6 pupils have good recall of multiplication and division facts and know how to measure and estimate angles of different degrees. They effectively apply this knowledge to other activities such as creating an accurate net for a given shape. In some lessons there is insufficient focus on ensuring more able pupils tackle higher level work with greater pace. Results for recent school tests show that standards are expected to rise this year. This is because there is a strong focus by classroom assistants on supporting small groups of pupils who are presently not quite reaching the expected standard. They are raising their confidence and understanding of mathematics. National test results have been very variable over time and the school's data clearly shows that this is due to differences in year groups, some of which are adversely affected by significant numbers of pupils leaving the school during the key stage. School data shows that over time pupils remaining for the whole key stage have made satisfactory progress and some pupils make good progress. Pupils in these classes including those with special educational needs achieve satisfactorily.
- 95 The quality of teaching and learning is now never less than good and much very good teaching was also seen across the school. Teachers have secure knowledge of the subject, very good basic teaching skills and are confident in using the numeracy strategy. It is firmly in place and operating well. Teachers match their plans well to the strategy and draw clear objectives for what pupils will learn in lessons from it. There is a strong focus on raising pupils' knowledge and their ability to apply strategies to a variety of real life problems. This was an area needing development at the time of the last inspection. This is now a consistent factor in all year groups and is leading to improved standards. Teachers also provide some good feedback to pupils in their marking and this helps them to improve further. Teachers' enthusiasm for the subject generates a good response from the pupils. Many say that mathematics is their favourite subject. Pupils work hard in lessons, sustain effort and concentration and a marked feature is very careful and well presented work which aids accuracy. The lack of computers in the school means that information and communication technology is insufficiently used to support mathematics.
- 96 As the curriculum has improved, so has assessment. Pupils are tested regularly and the school's results are analysed by the mathematics coordinator. Teachers spend much time ensuring individual pupil's assessment files are up to date. However, they lack an overall strategy for monitoring and analysing the data they collect and matching it to their short term planning. Records are kept in such a manner that it is difficult to track the progress of individual pupils. There is insufficient regular monitoring of whether pupils are meeting or are likely to meet their targets. A good feature is that targets are shared with parents annually.
- 97 The coordinator is very knowledgeable, efficient and very effective. She has well organised systems for monitoring the subject including the quality of teaching. Perceptive observations and clear feedback to teachers ensures they know how to improve further. There is a good level of investigation into the effectiveness of school strategies and good analysis of test results. This is having an impact on improvement in the subject, ensuring greater consistency in the quality of teaching and raising expectations and standards. Effective training and support to classroom assistants is ensuring that they confidently support pupils and this is also helping to raise the levels of achievement.

SCIENCE

- 98 Standards in Year 6 are average, with a significant number of pupils attaining higher than the expected level. Although standards dropped slightly last year, they are overall much higher than they were at the time of the last inspection. Because the rise has been in line with the national trend the school still does not compare any more favourably with other schools and overall is still below the national average. Inspection evidence indicates that standards are continuing to rise and that pupils achieve satisfactorily. The school supports well the pupils who have special educational needs. Many of them achieve Level 3 and last year some reached the expected Level 4. Standards in Year 2 are in line with those expected for pupils of this age and, for higher attaining pupils, are above. Pupils with English as an additional language achieve satisfactorily. Since the last inspection boys have consistently performed slightly better than girls in the end of year

national tests. However, no differences in the standards of boys and girls were observed during the inspection

- 99 Pupils at the end of Year 6 have a secure understanding of the parts of the human body. Average attaining pupils attain the expected level and accurately describe the position and function of the major organs such as the heart and lungs. They understand that we breathe in oxygen and that the heart pumps blood around the body. A very able pupil was able to say that the oxygen was needed to oxygenate the blood and this indicates that he was attaining at a higher level. In the aspect of materials science, most pupils have the expected understanding of the processes they can use to separate a mixture of sand, marbles and paper clips. They recognise the difference between a solid, a liquid and a gas and can explain in everyday terms what happens when windows become steamed up. The more able pupils know the correct vocabulary to use. Understanding of the way in which the Earth moves to create night and day is secure. They explain how shadows are formed because light travels in straight lines. More able pupils display an above average understanding of how large heavy objects are able to float and they talk not only about the weight of the object but how whether it floats or not is related to its shape. Other pupils are unsure about whether a larger force is needed to move a larger object. Overall, pupils' level of knowledge and understanding is in line with that expected for pupils of this age and for some pupils it is above.
- 100 Pupils at the end of Year 2, have a good understanding of plants and recognise that different things are found in different environments. They have a good understanding of materials and talk about which materials are natural and which are manmade. They have an above average understanding that materials are used for certain purposes because of their suitability for the job. For example, pupils in Year 1 explain why a flowerpot cannot be made out of paper or a magnifying glass out of metal. Pupils in Year 1 know that pushes and pulls can cause an object to move and that an object can also be made to move by using a battery or by winding it up. Pupils throughout the school achieve satisfactorily. The pupils in the infant classes with English as an additional language are given good support and achieve satisfactorily. There are no pupils with English as an additional language in the junior classes. Pupils with special educational needs achieve satisfactorily throughout the school because they are well supported by adults. Overall pupils achieve better in developing their knowledge and understanding of science than they do in developing their science skills.
- 101 Pupils have good attitudes to science and behave sensibly especially when carrying out practical activities. This was seen in several lessons, for example when, in Year 1, pupils eagerly explored how different toys can be made to move, and in Year 2 when pupils tested to see which paper was most suitable to use as an envelope. Pupils work well together. These good attitudes make a significant contribution to the progress pupils make in science.
- 102 Teaching and learning is always at least satisfactory and two thirds of the teaching observed was good or better. One very good lesson was seen in Year 6. Teachers have a secure understanding of the science they are teaching. They have a clear idea of what they want pupils to know and understand but are less clear about which skills they want them to develop. In the best lessons teachers allow pupils to investigate their own ideas, for example, in the very good Year 6 lesson the teacher allowed the pupils to investigate their own hypothesis that if a paper clip was placed at an equal distance between two magnets it would not move. This enabled more able pupils to think about what was actually happening and some were able to see that usually one magnet is stronger than the other. Following a lesson on sound in Year 5, pupils were able to explain clearly what they had done and tell the inspector that the pitch of an instrument would be higher if the column of air being blown was shorter. In other lessons observed teachers were very directed about the manner in which pupils were to investigate and about what they should investigate. Because they did not have very clear learning objectives for the skills that they intended pupils to learn pupils made less progress in these lessons.
- 103 A strength of the teaching is in the way all teachers recognise that pupils learn best through practical activity. This was seen in a Year 2 lesson when pupils were taken outside to observe for themselves the different kinds of plants that can be found in one environment. Teachers are very aware of the need to challenge the higher attaining pupils and in most lessons this was done

successfully by presenting the whole class with challenges that could move them into the next level. Analysis of pupils' work in their books indicated however that average attaining pupils sometimes have insufficient opportunities to consolidate their understanding before moving on to the next stage of learning. Although these pupils learn well in lessons, this lack of consolidation means that for some pupils achievement is overall only satisfactory. Lessons are fully inclusive and teachers include all pupils in all activities.

- 104 The coordinator is new to the responsibility but has already had the opportunity to monitor some of the pupils' work, the teachers' planning and has observed some teaching. She recognises the need to bring up to date her own understanding of recent developments in science teaching. Since the last inspection the school has adopted the nationally approved scheme of work and there have been some very recent changes in staff particularly in the older classes. New teachers are enthusiastic about science and this is contributing to a rise in standards. Assessment of pupils' progress is made at the end of each term and examples are kept of pupils' work. Assessment is not, however, against agreed criteria that would help teachers easily to know what the individual needs of pupils are. The method of recording assessment is not in an easily accessible form that would indicate to teachers which pupils required reinforcement and which were able to move on to greater challenges. Because there are insufficient computers in school there were no instances of information and communication technology being used to support learning in science.

ART AND DESIGN

- 105 The school's provision for art shows good improvement since the last inspection. There is greater consistency in the standard of pupils' work across the school. Standards in the junior classes have improved and are more consistent. Pupils' standards of attainment are now in line with national expectations throughout the school and all pupils achieve satisfactorily. The school has revised its policy and has a clear plan showing the termly projects for each class. The projects are drawn from national guidelines and provide a good general view of what should be taught over the year. At the time of the previous inspection sketchbooks for recording and developing pupils' ideas were just being introduced. All classes are using sketchbooks and pupils clearly take care and pride in their work. In the best examples, the sketchbooks are used as a personal record of explorations of ideas and techniques.
- 106 There were too few art lessons seen during this inspection to make an overall judgement on the quality of teaching. The few lessons that were seen highlighted some inconsistency in teachers' knowledge and understanding. Year 1 pupils responded well to the teacher's high expectations when exploring approaches to weaving. Their work exceeded expectations and they learnt new skills and vocabulary. They used the opportunity to be creative and make effective choices about complementary colours. In another lesson, the teacher lacked sufficient subject knowledge to ensure the content of the lesson challenged the pupils' knowledge and skills. There is insufficient detailed school guidance, information and resources to support teachers with less secure subject knowledge. There have also been limited training opportunities for teachers but the school has highlighted some courses for the coming year.
- 107 In the lessons seen, teachers placed an appropriate emphasis on pupils orally evaluating their work and that of other pupils. In pupils' sketchbooks there are some examples of evaluation of the work of other artists, for example, pupils in Year 5 wrote knowledgeably about Picasso's style. William Morris's work was used well to inspire the pupils in Year 2 and Year 3 when they were looking at designs in nature. However, there is insufficient use of pupils' literacy skills to record their ideas or to evaluate the work of other artists. There are few examples of three dimensional work, or of teachers using a range of artists from different cultures to aid pupils' learning. Shortage of suitable computer hardware means that information and communication technology is not consistently used to support learning, though there are some examples of good practice. For example, Year 4 pupils explore patterns on the computer, and Year 2 pupils compare the ease of drawing with a computer mouse to using a pencil. All pupils, including those with special educational needs and those with English as an additional language were fully included in the lessons observed and achieved satisfactorily.

108 The coordinator is knowledgeable and enthusiastic and has recently taken over responsibility for the subject. She is having a positive impact on provision and standards. Her main focus has been providing guidance and advice on the purpose of sketchbooks, monitoring how teachers use them and providing written feedback on how to improve. Some teachers now provide good evaluative comments and pointers to pupils on how to improve further but practise is inconsistent. There is insufficient focus on monitoring standards and establishing strategies to help teachers assess these accurately and regularly. The coordinator is aware of this and is in the early stages of developing a school portfolio to show how skills are developed within a range of activities, for example, drawing and printing. There is a good example of a class portfolio in Year 1, showing the range of pupils' work over the year and the teacher has plans to link the work to teaching objectives and levels of attainment.

DESIGN AND TECHNOLOGY

109 There has been good improvement in curriculum planning which has led to marked improvements in the junior classes. The serious shortcomings in teaching reported from the last inspection have been successfully addressed and teachers now have a secure knowledge of the subject. This has led to an improvement in pupils' knowledge and understanding in the junior classes. Pupils' standards of attainment throughout the school are now satisfactory and meet national expectations by the end of Year 2 and Year 6. All pupils including those with special educational needs and those with English as an additional language achieve satisfactorily.

110 There is a clear plan of projects, which are drawn from national guidelines. This gives teachers good support in providing a broad and balanced curriculum, which was an area for development from the last inspection. The revised curriculum along with effective teaching, enables pupils to learn well and develop and demonstrate satisfactory skills and knowledge of techniques and materials through a wide range of projects. Teachers are confident using these curriculum materials, and their daily planning is detailed. They have clear objectives for what pupils will learn and share these with them. Together with a good emphasis on the design process and evaluation skills, this helps pupils to design to specific requirements and assess what they have made. This is a consistent feature across the school and aids pupils' learning. For example, Year 2 pupils design and make simple puppets and look at what could be improved. By Year 4, pupils make changes to their purse designs after considering the likes and needs of the person it is made for. By Year 6, pupils are developing a good awareness of evaluating an article's fitness for its purpose.

111 Pupils enjoy the subject and work hard in lessons. Throughout the school pupils take care and pride in recording their ideas and presenting their work. The subject makes good use of their literacy skills in recording their ideas, producing written evaluations of their finished product and in discussing what they did and how they could improve the finished product. There is insufficient emphasis on use of their numeracy and information and communication technology skills to support learning in these subjects. Pupils' pleasure and pride in making articles can be seen in the good quality finish to their work. For example, Year 5's working toys with camshafts and Year 4's purses show skill in the use of materials and techniques to produce attractive and usable articles. This is another improvement since the last inspection.

112 No lessons were observed in the infant classes or Year 6 during the inspection but teachers' planning and the quality of pupils' work was consistent with that seen in other lessons. The quality of teaching is good and promotes effective learning through well planned and delivered lessons with a strong focus on ensuring pupils are clear about what is expected of them. In lessons, teachers provide good support and carefully monitor how pupils are getting on in the lesson. The teachers' clear expectations ensured pupils work safely and efficiently.

113 The two new coordinators are enthusiastic and keen to develop the subject further. A clear focus has been on checking the curriculum planning and ensuring its implementation. They are aware that there is some good quality feedback to pupils in lessons and through teachers' marking and comments but that generally, assessment is too informal. Their strategies for effectively monitoring standards, the curriculum and the quality of teaching are currently under developed.

GEOGRAPHY

- 114 Attainment at the end of both Years 2 and 6 is in line with national expectations. This remains consistent with the findings at the time of the last inspection. All pupils, including those with special educational needs and those with English as an additional language achieve satisfactorily and develop an interest in the subject.
- 115 In the infant classes, pupils develop an understanding of the wider world through the travels of a variety of soft toys accompanying individuals on holiday. Photographs, postcards and souvenir emblems of places visited inform their location on a world map. Year 1 pupils have a good knowledge of their own area through having identified the location of their homes in relation to the school on a map of the village. They have also carried out a local traffic survey and recorded their results on a bar chart using the computer. This understanding has been extended in Year 2 when pupils have been learning about a village in Kenya and comparing it to their own. Teachers also take advantage of world events, such as the recent eruption of a volcano in Goma, to explore the impact upon the environment and local people. Older pupils continue to develop their skills and show an enjoyment of geography. In a Year 6 lesson, they were successfully applying their knowledge of the local area to the interpretation of ordnance survey maps. They use the key to explain features and are learning to apply their mathematical knowledge of coordinates to locate features by four figure grid references. Pupils have a good understanding of the features of a river, its uses and its impact upon the landscape. Year 5 pupils were applying mathematical skills to a survey of water use carried out at home. They successfully used a chart to record their answers. They calculated the amount of water used over a period of time and began to discuss the need for water conservation. They understand the water cycle and have located areas of extreme wet and dry climates on a world map. Younger children are learning how to record temperatures comparing London and Marseilles on a bar graph. They are then beginning to use this information to make comparisons between the two places.
- 116 In the lessons seen during the inspection, teaching and learning was at least satisfactory and on occasion good. Teachers use questioning skills well to reinforce knowledge and understanding and to develop a brisk pace to the lessons. Their knowledge of the subject is secure and this is reflected in planning and use of resources. However, in some instances the time for pupils to finish their activities is insufficient for the work set, leading to less effective learning. The work seen in lessons and in books indicated that activities do not consistently reflect the different ability groups within the class. As a result achievement, particularly for the higher attaining pupils is only satisfactory and not good.
- 117 An enthusiastic coordinator who has good ideas for the development of the subject leads the subject. She has identified the potential for the use of information and communication technology within geography but until more computers become available this will be very difficult to implement. The curriculum is monitored regularly, however, this work has not yet extended to evaluating the effectiveness of teaching and learning. Assessment to identify pupils' progress in underdeveloped and is not used to identify pupils who could be achieving better.

HISTORY

- 118 Standards throughout the school are in line with those expected nationally. This is an improvement since the last inspection when attainment of the oldest pupils was judged to be below average. While there is still an emphasis upon pupils' knowledge this is now more balanced with the acquisition of the skills of historical enquiry. Pupils, including those with special educational needs and those with English as an additional language achieve satisfactorily overall. All pupils are fully included in all activities.
- 119 In the infant classes, pupils are familiar with the terms past and present and compare life now with that of long ago. In one class pupils successfully identify the differences between old and new teddy bears. Teachers develop this understanding with effective questioning. A time line was also used to illustrate the order in which the teddy bears were fashionable and helped pupils see the

differences between them. Pupils have an understanding of sources of information and identify non fiction books, library, museum and the internet as ways of learning about historical things. They are enthusiastic when the teacher demonstrates a web site about teddy bears and understand that it can be used for additional information. Later in the infant classes, pupils work on the story of Boudicca and the Romans and think about why she led a revolt against them. They have also learnt about famous people such as Florence Nightingale and Samuel Pepys. During this work they have not only learnt about their contribution to history but also about how people lived at that time. The pupils have also understood the significance of Thanksgiving Day recognising this celebration of the school's American pupils.

120 Early in the junior classes pupils learn about Ancient Egypt. They have a secure knowledge of the period and are enthusiastic about it. They understand the significance of the River Nile, know about the gods, significance of cats and scarab beetles and the belief in the afterlife. Older pupils have studied the Tudors, Ancient Greece and have been learning about the history of the local area. Links with the local museum are used to support this work and teachers access information from a website about the village, for use with the pupils. The inadequate number of computers available to the pupils means that they are unable to use information and communication technology as a learning resource. Secure writing skills result in the pupils recording information accurately and they are beginning to use pictures and text to make inferences and draw conclusions. However, this area needs developing further in order for pupils to become more independent learners and less directed by the teachers.

121 Teaching and learning is satisfactory and in the lessons observed was sometimes good. Teachers use literacy skills extensively to support learning. However, at times older pupils have insufficient time to complete tasks effectively, a very large amount of the lesson being teacher led. Writing is used to represent different points of view, illustrated in accounts of the same events as told by Spartans and Greeks. The pupils' work is displayed attractively indicating to pupils that the teachers value their efforts. The subject has clear guidelines identifying areas of study. Planning of lessons is secure and reflects teacher knowledge of the subject. Many classes use a published scheme to support learning. However, in many instances work was not sufficiently differentiated to meet the learning needs of all the pupils. In a small number of classes, pupils with special educational needs benefited from the support of a work sheet giving structure to the learning activity. Expectations for higher attaining pupils were not clearly differentiated. As a result progress for these groups is much more limited. The use of assessment to identify these pupils is underdeveloped. The coordinator is monitoring the work being done for the subject, but there is limited evaluation of teaching and learning within history.

INFORMATION AND COMMUNICATION TECHNOLOGY

122 It is not possible to make firm judgements about standards in information and communication technology at the end of either Year 2 or Year 6 because very little information and communication technology was observed during the inspection. This is because there are too few computers in the school for the National Curriculum to be taught properly. The subject does not comply with the statutory requirements. There has been unsatisfactory improvement since the last inspection when standards were judged to be in line with expectations at the end of both Year 2 and Year 6. The computers in the school at the time of the last inspection were similar in number to that of other schools. Since that time they have become obsolete and unsuitable for the programs commonly used in schools. The school has replaced all the old computers, but has been unable to increase the number of new computers in line with that normally found in schools of a similar size.

123 The shortage of computers in the school means that there is only one computer in each classroom and there is no computer suite. In one classroom the computer was broken and could not be used during the inspection week and in another class the computer crashed at the beginning of a lesson. This means that teachers find it very difficult to teach computer skills to whole classes. Furthermore, when skills have been taught, there are insufficient opportunities for pupils to practise and consolidate learning. The time taken to allow each pupil in the class to work on the computer means that teachers cannot move through the curriculum at the appropriate pace and cannot effectively cover all the work expected.

- 124 Nevertheless, teachers do their best. During the inspection pupils were observed practising keyboard skills in Year 1. Pupils in Year 2 and 3 have prepared databases and have produced work that combines text and graphics. Pupils in Year 4 have prepared graphs using a desktop publishing program. They have also used the computer to produce patterns in art and have demonstrated the use of some of the program's tools. Pupils in Year 4 have practised using different fonts when they have written letters, and in Year 5, pupils have written accounts of life in Ancient Greece. In Year 6, they use the internet to find out more about how local mills were used in times past. Other examples of pupils' work were seen around school. There was insufficient evidence to say whether pupils with special educational needs or those with English as an additional language were fully included in the provision for information and communication technology. There was no evidence that it is used to support the targets in their individual educational plans or develop their skills in the speaking of English.
- 125 It is not possible to make a judgement on teaching and learning or on the attitudes pupils have towards the subject. When it is possible, teachers use technology to support learning in other subjects. This was seen in a Year 2 lesson on alphabetical order. Pupils were using the encyclopaedia on a CD ROM to practise skills. Unfortunately because there was only one computer in the classroom the time each pair of pupils spent on the computer was very short. Teachers are resourceful in attempting to overcome the problem of insufficient hardware. In another Year 2 lesson, devoted to teaching pupils how to access the CD ROM, the computer crashed. The teacher had to amend the lesson to talk about how to find information in books. When possible teachers provide opportunities for pupils to practise word processing but have few opportunities to use computers to support learning in other areas of the curriculum.
- 126 The coordinator was only appointed in September and so has had little time to make an impact on the provision or standards. She is very committed and has already made recommendations to the headteacher about what she feels needs to be done in order to move forward. The development of information and communication technology is included in the school development plan and there are plans to provide a computer suite as soon as the funding is available. All staff, apart from the newly appointed ones, have received training in teaching information and communication technology and are committed to developing the subject further. There are plans to train new staff next term. Although improvement is overall unsatisfactory the school has attempted to keep up to date. For example, all classrooms except the separate mobile classrooms are connected to the internet. Old machines have been replaced with newer more up to date models. The coordinator is attempting to improve standards in the short term by providing an after school computer club and encouraging parents to support information and communication technology. There are plans to launch a school web site as soon as there is sufficient hardware.

MUSIC

- 127 Attainment in music for pupils of seven and 11 is similar to that usually found for pupils of this age. This shows an improvement since the last inspection when standards attained by the older pupils was not satisfactory overall. However, some areas of the curriculum such as singing and knowledge of musical instruments are more secure than others. The pupils enjoy music, join in enthusiastically and achieve satisfactorily. Those pupils who receive instrumental tuition are developing a secure knowledge and understanding of their instruments.
- 128 In the infant classes, pupils know simple songs and use actions to accompany them. They sing in time and use simple phrasing. However, they are not yet able to sing in tune consistently or with expression. They can identify a range of untuned instruments and use them appropriately to accompany songs. Pupils can beat out a simple pulse and rhythm by clapping and with instruments. In Year 2, groups of pupils use symbols to identify when to play similar instruments, although they are not yet listening sufficiently well to the others with whom they are playing.
- 129 At the end of Year 6, pupils have learnt a range of 'Victorian Music Hall' songs and understand the historical context of this form of entertainment. They enjoy singing and can sing well in two parts, sustaining different tunes. They perform with confidence and an awareness of others. Singing in

the junior classes is satisfactory, however, singing in tune and use of phrasing and expression is inconsistent. Year 3 pupils can clap a beat when listening to music. They can also clap rhythms to a beat of four counts and understand simple notation. They are able to identify alternative rhythms and perform them using instruments. Pupils' attitudes are positive and they cooperate well with each other. The skills of musical appreciation composing, performing and evaluating and refining work are not well developed. Pupils are not always required to work to a structure or record their compositions for performance.

130 Teaching is at least satisfactory and sometimes good. Where it is good, teachers are confident and understand what makes effective learning. The recent implementation of a new scheme of work and support materials is intended to develop the curriculum across the school. However, there has not yet been time for training in its full and effective use.

131 The coordinator is new to the school and has very good knowledge and expertise, however, her role for developing the subject has not yet been clearly defined. While she has begun to monitor the subject, this has not yet extended to identify what makes effective teaching and learning. Assessment of pupils' progress is underdeveloped.

PHYSICAL EDUCATION

132 Standards achieved by pupils at the end of both Year 2 and Year 6 are above the national expectation. There are particular strengths in swimming and in games and in the way in which the curriculum is supported by such a wide range of extra curricular activities. Standards in physical education have improved since the last inspection. Throughout the school pupils with special educational needs and those with English as an additional language make good progress and they are fully included in all aspects of the subject. Teaching in the subject is good overall with some very good teaching being observed.

133 Pupils in the infant classes begin lessons with a well planned warm up where a good range of vigorous activities prepare them for their work. Teachers discuss with the pupils why they need this period to warm their bodies and the pupils can talk quite confidently about their hearts and muscles. Pupils in Year 1 are already moving with confidence in the hall, using the space when stretching to be a large giraffe or moving as quietly as a mouse. They are able to listen carefully to the teacher and follow instructions. A good demonstration by the teacher of how she wants them to bounce the ball means that they can begin with confidence. Individual help then follows and this moves the lesson on and allows the pupils to make good progress. By the end of Year 2, the pupils can transfer and support their bodily weight using a sequence of movements. In games they are becoming increasingly skilled in catching and throwing using balls, quoits and beanbags and are beginning to be confident in working with a partner or as a member of a group. In dance activities the pupils adopt different body shapes and actions and work towards getting quality into the kind of movement they are making. The school is fortunate to have its own swimming pool and a qualified teacher. Through a carefully planned, regular programme of swimming activities the pupils gain in confidence and move from floating with the use of aids to being able to propel themselves through the water. Due to good quality teaching in swimming, the pupils make good progress.

134 In the junior classes, a strong feature of all the lessons observed was the high level of enthusiasm from the pupils, whatever the activity was, and the genuine way in which they supported and encouraged each other. Year 6 pupils learning how to use the cricket bat to make either a driving shot or a cut, worked very hard with each other to perfect the strokes. They took turns without being prompted and changed position in the teams to give everyone a chance to bat, bowl and field. In a gymnastics lesson, pupils in Year 3 improved their techniques in moving around the room on three points, by discussion and demonstration. A quality in all of the teaching was the good use of demonstration by teachers and asking pupils to evaluate their own work. This had a very positive impact on improving the quality of what the pupils then went on to do as they learnt from each other and from the teacher. In swimming, the pupils continue to make good progress, not only in improving the quality of their technique and how far they can swim, but also in developing a strong understanding of water safety. A strong emphasis is placed on personal survival as a key feature

of water safety. In swimming, pupils have personal targets to work towards and they are regularly assessed to monitor progress. An annual gala event is organised for all the schools who use the swimming pool and this provides a good element of challenge as well as enjoyment.

- 135 Physical education in the school is well led by an enthusiastic and very knowledgeable coordinator. It is through her hard work and good organisation that the pupils enjoy so many activities that support the curriculum.

RELIGIOUS EDUCATION

- 136 Standards achieved at the end of both Years 2 and 6 are in line with those expected in the locally agreed syllabus and for pupils of a similar age in all aspects of the subject. In the older classes the pupils' knowledge of religious symbolism is above that normally expected, as is their understanding of the importance of their actions and how these can affect others. This is an area of improvement since the last inspection.

- 137 The pupils in the infant classes learn about Jesus as one of the special people in Christianity. This is done not only through the stories of Jesus, but also by visiting the local church and talking to the minister. By using visits and artefacts as well as stories, the teachers bring lessons to life and present pupils with concrete examples to help them with their learning. As they progress they begin to learn about religious faiths other than our own. In Year 1, they learn about how Hindu families celebrate Divali and they listen to and discuss the story of Rama and Sita. By the time the pupils reach the end of Year 2 they are beginning to acquire knowledge and understanding of different aspects of religion. They study aspects of the Muslim religion through looking at how religious belief affects the life of a Muslim family. Again this is made meaningful by looking at the festivals they celebrate, such as Ramadan. Very good use is made of Bible stories such as those of Goliath and Zacchaeus. In all the lessons a particularly strong feature is the way in which the teachers give careful explanations that are then used as discussion points when pupils can ask questions and clarify their thoughts. This opportunity to consider and reflect on their learning is an important part of developing their understanding of different religions.

- 138 By the end of Year 2, pupils have developed good knowledge of the different celebrations other faiths hold and the times of year when these occur. They are confident to explore feelings and talk about how they feel when certain things happen. Building on the earlier work that has been done, pupils in Years 3 to 6 greatly extend their knowledge of other world faiths. Their studies of Hindu life and Hindu Gods is to much greater depth as is the work done on Sikhs, Buddhism, Muslims and Jews. They develop a good understanding of what is special to different people and why. In this way, they begin to develop an understanding of other faiths and cultures. Alongside these studies they continue to look at aspects of Christianity. For example, when looking at aspects of Hinduism such as marriage, they can compare similarities and differences with Christian traditions. In Year 3, pupils who have already gained some understanding of Jesus through earlier stories engage in a series of lessons finding out, through investigation, what Jesus was like, for example how he viewed himself and how he was viewed by others. Again discussion and reflection help the pupils understand and evaluate other points of view. During the inspection pupils higher up the school, who were coming to the end of a series of lessons about symbols in religion, studied the importance of the Sedar Plate in Judaism. In the introductory discussion the pupils showed a high level of knowledge about religious symbols and were very articulate in explaining the significance of the different symbols. As part of their work in religious education pupils look at family values and what it means to be a Christian; this provides good opportunities to reflect on their own beliefs.

- 139 Teaching and learning are at least satisfactory and at times very good in the lessons seen. Planning is thorough and teachers think of interesting ways to introduce new topics. Teachers lead discussion well, which extends pupils' listening skills. Good use is made of books as sources of knowledge and information. Pupils with special educational needs and pupils with English as an additional language receive good support and are fully included in all aspects of the subject. The subject is led well and the coordinator is determined to see this important aspect of the school flourish and continue to develop. Both planning and teaching are being monitored, although there is still insufficient focus on raising standards.

