

INSPECTION REPORT

EAST & WEST RUDHAM V.C. PRIMARY SCHOOL

King's Lynn

LEA area: Norfolk

Unique reference number: 121084

Headteacher: Mrs S Lunnun

Reporting inspector: Mr A Portlock
21411

Dates of inspection: April 30 - May 2, 2001

Inspection number: 196282

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	School Road East Rudham King's Lynn Norfolk
Postcode:	PE31 8RF
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Swale
Date of previous inspection:	14 - 16 January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21411	A. PORTLOCK	Registered inspector	Mathematics	What sort of school is it?
			Design & technology	The school's results and pupils' achievements
			History	How well are pupils taught?
			Geography	How well is the school led and managed?
			Art	What should the school do to improve further?
			French	
			Physical education	
			Special educational needs	
			Equal opportunities	
19335	S. DIXON	Lay inspector		Pupils' attitudes, values and personal development.
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
23112	M. MACKAY	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
			Science	
			Information technology	
			Music	
			Religious education	
			Foundation stage	
			English as an additional language	

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 London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

East and West Rudham V.C. Primary School is situated between King's Lynn and Fakenham. Most pupils come from the local area and the remainder comes from surrounding villages. The school is much smaller than most schools with 54 pupils on roll. The pupils are taught in two classes. The reception and infant pupils are in Class 1 and the junior pupils are in Class 2. The children begin school in the September following their fourth birthday and the attainment on entry varies year-to-year but overall is broadly average. Seventeen pupils (33 per cent) are eligible for free school meals, which are above the national average and has doubled since the previous inspection. There are 13 pupils (24 per cent) who have special educational needs and one pupil has a statement of special educational needs, both of which are about average. One pupil has English as an additional language. Last year, 12 per cent of the pupils joined the school other than in the reception class.

HOW GOOD THE SCHOOL IS

The school provides a good standard of education and most pupils achieve well. Most pupils attain at least national expectations. The school continues to improve. This is largely because of the good teaching, the effective leadership and management and the good attitudes that the pupils' have to school and their work. The headteacher and governors evaluate the school's performance thoroughly. The school meets the needs of all pupils effectively and gives good value for money.

What the school does well

- Standards in English, mathematics and science are good throughout the school and very good in Key Stage 1 science, largely because of the good teaching and learning overall and very good teaching and learning in Key Stage 1.
- The very good relationships and the very good provision for the pupils' spiritual, moral and social development ensure that the pupils' personal development is very good.
- The effective leadership and management of the school are well supported by the shared commitment to improve pupils' standards.

What could be improved

- Raise standards for the Year 6 pupils in history and design and technology.
- The amount of direct teaching time for pupils in Key Stage 2 and the organisation of the timetable for history and geography.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in 1997 the school has continued to improve. All of the key issues raised at the last inspection have been dealt with. The provision for information technology has been significantly improved and standards are now satisfactory. The presentation of pupils' work is mostly good and the pupils make good progress. Displays around the school enhance the learning environment and celebrate the pupils' work. There are now more opportunities for pupils to use their initiative and to plan and carry out investigations in mathematics, science and design and technology. The headteacher, supported by the teachers and governors, evaluates the school's performance carefully and sets clear targets for improvement. The school is well placed to sustain developments and to continue to raise standards.

STANDARDS

In the Foundation Stage (children in the reception class), results of the baseline tests show that standards of attainment on entry are broadly average for children of this age overall. In 2000, 7 pupils took the Year 6 tests and 7 pupils took the Year 2 tests. Because of the small number of pupils taking the tests annually, they need to be interpreted cautiously. What they show is that all Year 2 pupils reached the expected Level 2 in reading, writing and mathematics. In reading and mathematics about half reached the higher Level 3 but in writing no pupils reached the higher level. When compared to similar schools the standards are very high (in the top five per cent) in reading and mathematics and well above average in writing. In the Year 6 tests, the number of pupils reaching the expected Level 4 was higher than the national average in English and science and in line with the national average in mathematics, but most did not attain the higher Level 5. Over the last three years the results are broadly in line with the national trend. The targets the school set itself in English and mathematics were exceeded and this year's targets are significantly higher.

Inspection evidence indicates that the youngest children make good progress, and by the end of the reception year, the majority will achieve and some will exceed the Early Learning Goals. Standards in English, mathematics and Key Stage 2 science are above those expected for both 7 and 11 year olds. Standards in Key Stage 1 science are well above average. By the end of Key Stage 1, the pupils attain above average standards in reading, writing, speaking and listening. By the age of eleven, the pupils attain above average standards in reading, speaking and listening skills and average standards in writing, although writing is improving. The splitting of the junior class into a Year 3/4 group and a Year 5/6 group is allowing the teachers to focus more closely upon the levels of literacy and numeracy work. The improved pupil records, especially for 7 to 11 year-olds, allow the teachers to set clear targets for improvement. Targets set for this year are higher than for last year. The pupils in both key stages make good progress, including those pupils with special educational needs and English as an additional language.

By the time that they leave the school, the pupils' attainment in art, Key Stage 2 design and technology, geography, history, information and communication technology, music, physical education and religious education are in line with expectations. This is similar to the previous inspection, except for information and communication technology, which is an improvement. In Key Stage 1 design and technology, the pupils' attain above expectations, which is also an improvement over the previous inspection. Progress for Year 6 pupils in subjects, such as history and design and technology, is limited by lack of challenge in the planned curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have good and often very good attitudes to their work.
Behaviour, in and out of classrooms	The behaviour of nearly all the pupils is good; this has a beneficial effect upon their learning and upon the school community as a whole.
Personal development and relationships	The relationships amongst all members of the school community are very good. Pupils' personal development is also very good.
Attendance	Attendance rates are well above the national average and are very good.

The pupils come to school eager to learn; lessons and activities are approached with enthusiasm. This has a positive effect upon their learning and creates a purposeful environment. The pupils behave consistently well in lessons, assemblies and at lunchtime.

The pupils understand the school's expectations and they receive praise for good work and behaviour. The pupils are polite and helpful towards each other and to adults. There is a strong family atmosphere in the school, and at playtimes the pupils display a caring and thoughtful approach to each other and to younger pupils. A particular feature of the school is the paired reading and activities that take place each week. Older pupils have a younger partner that they support and encourage. Relationships across the year groups are strengthened through these activities and the pupils look after each other at lunch and playtimes. The pupils usually arrive in good time and the school day begins promptly.

TEACHING AND LEARNING

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

The quality of teaching is good overall. It is satisfactory or better in all lessons; good in over half the lessons and very good in nearly one-fifth. The teaching of literacy and numeracy is good overall. The teachers meet the needs of all pupils very effectively, including those with special educational needs and English as an additional language. The support staff work closely with the teachers and they make an effective team. The staff are committed to doing their best for the pupils and there is consistency in the way in which they work with them. There is mutual respect between teachers and pupils. The teachers aim to bring out the best in the pupils and strive to develop the pupils' self-esteem and confidence. Greater challenge is needed for the oldest pupils in history and design and technology.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum for all pupils. In Key Stage 2 the amount of direct teaching time is less than the recommended time and the organisation of the curriculum means that some subjects are not taught for long periods.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good and ensures that they make good progress.
Provision for pupils with English as an additional language	The provision for the pupil with English as an additional language is good and allows him to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for the pupils' personal and social education. This accounts, in large part, for the pupils' self-awareness, confidence and independence in every aspect of their learning. One of the strengths of the school is its provision for pupils' spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school has good arrangements for the care and protection of its pupils.

The curriculum fully meets statutory requirements, including those for religious education. Except for the organisation of history and geography, the school has a clear and effective

curriculum framework that enables the teachers to plan thoroughly and systematically. The school has responded very positively to the national strategies for literacy and numeracy. A high priority is given to the teaching of reading, writing and mathematics. However, the planning does not always ensure that skills acquired in literacy lessons are practised and applied across the curriculum. Another weakness in the organisation of the curriculum is the blocking of subjects, such as history and geography. Because of the need to teach some subjects in cycles due to the number of year groups in each class, there are long periods when some aspects of the subjects are not taught. The school quickly identifies pupils who need extra support, and ensures that the full curriculum is available to them. The parents' views of the school are good. They are appreciative of the education provided for their children and of the hard work and commitment shown by all the staff. The parents are welcomed into school and are closely involved in the life of the school and their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, with good support from the staff and governors, leads and manages the school efficiently and effectively. The staff work well together as a team and they share very good commitment to improvement.
How well the governors fulfil their responsibilities	The governors are very well informed. They have a good knowledge of how well the school is achieving and have appropriate procedures in place to fulfil their statutory responsibilities.
The school's evaluation of its performance	The headteacher and governors use the results of monitoring to set clear targets for development.
The strategic use of resources	Efficient use is made of resources. This includes the use of specific grants.

In their strategic planning, the governors have sought to apply the principles of best value when buying resources and services. The school is well resourced for teaching literacy, numeracy and information and communication technology. In all subjects, resources are at least satisfactory, although large outdoor play equipment for reception pupils is limited. Overall, the learning resources are well stored and cared for. The accommodation is satisfactory overall and provides well for the delivery of the curriculum. The school lacks a hall and indoor physical education is limited as a result. However, the school makes good use of facilities in the village hall and other local primary schools. The provision for the children in the foundation stage is satisfactory but at present there is no separate outdoor play area.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • They are expected to work hard. • The teaching is good. • The school is approachable and caring. • Parents are kept well informed. 	<ul style="list-style-type: none"> • No significant issues were raised by parents. • Some at the meeting believed that more learning support time was needed in the reception and infant class.

The inspection findings reflect the parents' positive views and find that the school has increased the support in the reception and infant class. The teaching and learning in the Key Stage 1 class is very good and the learning support assistants support the pupils' learning very effectively.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the Foundation Stage (children in the reception class), the results of the baseline tests show that pupils' attainment on entry is in line with that found nationally. Seven Year 6 pupils and seven Year 2 pupils took the 2000 national tests. However, because of the small number of pupils taking the tests each year, the results are not a reliable guide to present or future standards and need to be interpreted cautiously. What they do show is that in most years nearly all pupils attain at least the average standard. The Year 2 results in reading and mathematics indicate well above average standards and in writing above average. In Year 6 in English and science the number of pupils attaining national expectations was above the national average and in line with the national average in mathematics.
2. Inspection evidence indicates that the youngest children make good progress, and by the end of the reception year, the majority will achieve and some will exceed the Early Learning Goals. Standards in English, mathematics and Key Stage 2 science are above those expected for both 7 and 11 year olds. Standards in Key Stage 1 science are well above average. By the end of Key Stage 1, standards in reading, writing, speaking and listening are above average. By the age of eleven, standards in reading and speaking and listening are above average and standards in writing are average. However, the pupils' written work is improving. It is better now than at the time of the last inspection because the school has taken appropriate measures, including changes to the way the English is organised and taught. The headteacher has identified the need to raise standards in mathematics further. The splitting of the junior class into a Year 3/4 group and a Year 5/6 group is helping the teachers to match the work in literacy and numeracy to the pupils' ability. The improved pupil records, especially for 7 to 11 year-olds, allow the teachers to monitor individual pupils' achievements and to set clear targets for improvement. Targets set for this year are higher than for last year. The pupils in both key stages make good progress, including those pupils with special educational needs and English an additional language.
3. By the time they are seven, most of the pupils attain well above the expected standard in speaking and listening. This is because the pupils are taught to listen carefully to the teacher and given many opportunities to respond to stories, poems and non-fiction texts. The pupils speak enthusiastically about their work, and use an impressive vocabulary to talk about the texts they read and the writing they do. By the age of eleven, the pupils speak confidently to adults and to each other. They listen politely and attentively in class discussions. They listen intently to what other pupils say and speak confidently when discussing aspects of the work.
4. By the age of seven, most of the pupils are able to write stories or recount events that they have experienced. When they write stories, they often plan them carefully and make effective use of support sheets to help them develop interesting characters. The pupils write for a range of purposes and choose an appropriate form for each of them. By the age of eleven, most of the pupils write confidently for a range of purposes. Most of the pupils successfully write stories in a number of forms, including ghost stories, science fiction, historical and adventure stories. They know how to adapt plot, character, settings and atmosphere to each of them. The pupils are beginning to make good use of planning and drafting in their writing to help them adapt the form and content of their work to different purposes.

5. In mathematics, by the age of seven, the higher attaining pupils produce accurate work of a high standard. Lower attaining pupils cover a similar range of work but require greater support to achieve results. The pupils investigate numbers that can be divided by 2, 3, 4 and 5. They count accurately and can explain why their answers are correct. They solve simple multiplication problems. They have a good knowledge of place value to 100. They find simple fractions of shapes. They investigate number patterns, such as odd and even. They find out about three-dimensional shapes, such as cuboids and spheres and measure the lengths of objects, such as the playground. Lower attaining pupils have begun to understand place value and to order numbers. They add and subtract numbers to 10. By the age of 11, the pupils count on and back in twos, threes and fives. They are beginning to use accurate mathematical language. They find the difference between numbers to 100. The higher attaining pupils can discuss and devise strategies for solving more complex number problems. They multiply whole numbers to 1000 and change improper fractions into mixed numbers. They understand and measure angles, including acute, obtuse and reflex. Lower attaining pupils find relationships between tenths as a fraction and as a decimal. They are becoming more accurate in using, reading and writing standard metric measures. They record their work more effectively than at the beginning of the year and check their results and are beginning to estimate answers. They understand the difference between the perimeter and area of a shape. They can measure the perimeters of shapes but in discussion some pupils found it difficult to find the area.
6. In science, by the end of Key Stage 1, the pupils have some understanding of life processes and living things, for example they know the life cycle of an apple tree. They record their observations about the changes that take place in their food tests with good attention to detail. They learn to use scientific vocabulary correctly and when they carry out investigations, they can make sensible predictions as to what might happen. They demonstrate good knowledge and understanding of simple circuits in their written explanations and labelled drawings. Overall, the pupils present the data they collect carefully and they are beginning to draw conclusions from what they observe and record. By the age of eleven, the pupils develop a range of strategies for conducting scientific enquiries. They are aware of how to plan their experimental work and obtain evidence by making appropriate observations and measurements. They have a good understanding of how to construct fair tests. The more able pupils understand the importance of considering the outcomes in terms of their original predictions. When discovering how to separate solids from liquids by filtration they plan the investigation and select appropriate equipment and resources to help carry out the test. They make good use of scientific terms and vocabulary, and a few pupils know how to use results in order to draw conclusions and suggest explanations. They can present their data in a range of useful forms such as tables, graphs, pictures and diagrams. Their knowledge of some aspects of these subjects is not as strong because they were taught some time ago.
7. By the time that they leave the school, the pupils' attainment in art, Key Stage 2 design and technology, geography, history, information and communication technology, music, physical education and religious education are in line with expectations. This is similar to the previous inspection, except for information and communication technology, which is an improvement. In Key Stage 1 design and technology, the pupils attain above expectations, which is also an improvement over the previous inspection. Progress for Year 6 pupils in history and design and technology is limited because the pupils are not provided with sufficiently challenging work. For example, the present topic in design and technology on designing and making a model Tudor house does not provide them with either sufficient challenge in problem solving or in construction.

Pupils' attitudes, values and personal development

8. The pupils have good and often very good attitudes to their work. The parents agree with this view and it reflects a similar picture to that seen at the last inspection. The pupils come to school eager to learn; lessons and activities are approached with enthusiasm. This has a positive effect upon their learning and creates a purposeful environment. The pupils respond well to the teachers' challenging and stimulating questions and they provide full and confident answers. The pupils listen attentively to their teachers and each other and instructions are followed quickly and quietly. The pupils throughout the school work hard and maintain concentration throughout the school day. Most pupils have good independent learning skills. The pupils are encouraged to take responsibility for their own learning and junior age pupils set their own targets for improvement in a sensible and mature way. This is an improvement since the last inspection. The pupils work together sensibly in groups and alone when required. The high value placed upon the pupils and their achievements is evident through attractive displays of work in the classrooms and in the sharing of each other's work in lessons and assemblies.
9. The behaviour of nearly all the pupils is good; this has a beneficial effect upon their learning and upon the school community as a whole. The pupils behave consistently well in lessons, assemblies and at lunchtime. The pupils understand the school's expectations and they receive praise for good work and behaviour with pride. The pupils treat the resources and equipment they use sensibly and take care when tidying up at the end of lessons. Two pupils were excluded last year. The pupils involved have been appropriately supported.
10. The relationships amongst all members of the school community are very good. Adults are good role models and the pupils are treated with individual care and respect. The pupils are polite and helpful towards each other and to adults. There is a strong family atmosphere in the school, and at playtimes in particular the pupils display a caring and thoughtful approach to each other and to younger pupils. The pupils' personal development is also very good. They are encouraged to act responsibly and to consider the needs of others. The pupils are given opportunities in lessons and assemblies to express their opinions and feelings and they grow in confidence as they progress through the school. A particular feature of the school is the paired reading and activities that take place each week. Older pupils have a younger partner that they support and encourage. Relationships across the year groups are strengthened through these activities and the pupils look after each other at lunch and playtimes.
11. Attendance rates are well above the national average and are very good. The pupils usually arrive in good time and the school day begins promptly. Registration time is brief and efficient. The parents provide the school with good information about pupil absences. The very good attendance levels and good punctuality indicate the strong commitment that the parents have to the school and their children's education.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. The quality of teaching is good overall. It is satisfactory or better in all lessons; good in over half the lessons and very good in nearly one-fifth. This is a significant improvement since the previous inspection. The teaching of literacy and numeracy is good overall. The teachers meet the needs of all pupils effectively.

13. The teachers and learning support staff work closely and are an effective team. The staff are committed to doing their best for the pupils and there is a consistency about the way in which they work with them. Very good relationships are formed, which are seen in the mutual respect between teachers and pupils. The teachers aim to bring out the best in the pupils and strive to develop the pupils' self-esteem and confidence.
14. The teachers use their good knowledge of the pupils and the subjects that they are teaching to plan appropriate work. The teachers have high expectations of work and behaviour and use a range of teaching methods to develop the pupils' skills and understanding. They ensure that all pupils are made aware of what they are expected to learn and they involve the pupils in assessing what they have achieved. Computers are used more extensively, especially now that a specialist teacher is employed to develop the pupils' skills and understanding. The learning assistants are used well, particularly to support reception age children, lower attaining pupils and those with special educational needs and English as an additional language. Homework makes an effective contribution to the pupils' learning.
15. In the reception group, the teaching is good in all of the areas of learning. It is well matched to the children's needs because the teacher, with effective support from the learning support assistant, knows the pupils well and quickly builds upon their enthusiasm for learning. As a result, the children learn quickly and are willing to persevere with tasks. The teacher establishes effective learning and behaviour routines. As a result, the children demonstrate very positive attitudes to school and relate well to each other and to adults. The teaching places great emphasis upon providing opportunities for the children to work in small groups with adults. The children, therefore, quickly and confidently begin to voice their likes and dislikes, to share and to take turns. The teaching makes good use of open and directed questions to develop the children's understanding. The adults plan carefully to ensure that the children are given a wide range of tasks that encourage them to handle objects and make first-hand observations in order to develop their knowledge and understanding of the world around them. Because they are taught along with the Year 1 and 2 pupils, they often benefit from opportunities to tackle some of the same learning tasks. The adults make good provision for the children to learn about themselves and the environment, particularly in class assemblies and sharing times. This promotes the children's ability to think and talk effectively about the world around them.
16. The quality of teaching in English is generally good and helps the pupils to make good progress in most aspects of the subject. The teachers' planning demonstrates their secure knowledge and understanding of the National Literacy Strategy. A strong feature of the teaching is the high expectations it has of all of the pupils, irrespective of their level of attainment. The work set is often challenging, and the teachers demand of the pupils a high level of attention and good behaviour. A significant strength of the teaching is the way that the teachers encourage the pupils' good speaking and listening skills. The pupils maintain high levels of interest in their work because the teaching provides a good balance of activities that are relevant to the pupils' needs. The homework set for the older pupils is well thought out. It makes a significant contribution to the pupils' progress. The teaching also offers the pupils good opportunities to reflect on their learning and to agree targets for improvements. The main weakness in the teaching is the high dependence on commercially produced teaching materials. This sometimes leads to opportunities to create fruitful links with other subjects being missed. For example, note-taking and planning for writing are well taught in literacy lessons but the teaching does not make sure that these skills are routinely used for writing in science and history.

17. In mathematics, the quality of teaching is good overall and this ensures that the pupils make good progress. In most lessons, the teachers demonstrate confident and secure subject knowledge. They extend the pupils' understanding of the work and ensure that pupils of differing abilities are fully involved in the work. There is a good proportion of direct teaching and an appropriate emphasis on developing mathematical vocabulary. The pupils respond with interest and with mostly accurate or sensible answers. In the good lessons, the pupils are encouraged to use accurate and appropriate mathematical language. For example, in a Year 5/6 lesson, a group of pupils were challenged to use more accurate vocabulary in a lesson on probability. In a Year 1/2 lesson the teacher's very clear explanations ensured that the pupils understood the words to use. In these lessons the main ideas reinforced the new mathematical vocabulary at the end of the lesson. The teachers build effectively upon work covered in earlier lessons. In a Year 3/4 lesson, the teacher gave effective support to pupils who were finding it difficult to draw reflections of shapes as part of their work on symmetry. Other pupils who had clearly grasped this were encouraged to extend their understanding. In all lessons, the needs of pupils with special educational needs and lower attaining pupils were well supported by the teachers and learning support assistants. Work is regularly marked and assessed and this helps the teacher to plan for the next day's work.
18. The teaching in science is good overall and sometimes very good. Much of the teaching at Key Stage 1 is good because it is challenging and the lessons are well organised. As a result, the pupils make rapid progress. There is some good teaching, too, at Key Stage 2. A strong feature of the teaching at both key stages is the teachers' successful organisation of investigative work. The pupils are given many opportunities to learn at first-hand and from practical activities. This encourages the pupils to develop effective investigative skills and to work hard. The pupils with special educational needs make good progress. The teachers make good use of the available resources, including information technology to enhance learning. They also make good use of classroom support assistants, particularly to support the lower attaining pupils and the younger pupils in each of the classes. There are no significant weaknesses in the teaching, but the organisation of pupils into classes of three or more year groups places severe limitations on how much of the curriculum can be covered in any one academic year. This means that parts of the curriculum for the Year 6 pupils is not revisited in sufficient detail to enable the pupils to make the most of the lessons.
19. In the other subjects (where there is sufficient evidence) the quality of teaching is very good in art and design and geography in Key Stage 1. It is good overall in information and communication technology and music. It is satisfactory in Key Stage 2 in design and technology and history, and in religious education in both key stages. In Key Stage 2, the quality of teaching observed in history and design and technology was good for the younger pupils in the class but not sufficiently challenging for the older ones.
20. The class teachers prepare the work for pupils with special educational needs and English as an additional language by working closely with the learning support assistants. The work is well matched to pupils' needs and in most cases identifies the small steps needed for them to make good progress. Overall, the plans are carried out with very good liaison between the class teachers, the learning support assistants and the special educational needs co-ordinator. The learning support assistants manage the pupils effectively and maintain good standards of behaviour. They help the pupils with special educational needs and English as an additional language to make good progress.

21. The teachers' good rapport with pupils ensures that the pupils listen and respond effectively to questions. The teachers expect high standards from the pupils and generally provide challenging work, except for oldest pupils in history and design and technology. The pupils respond well to this and apply themselves in the effort that they make. There are clear links between the quality of teaching and the standards achieved. The school makes good use of the National Frameworks for Literacy and Numeracy. The work the pupils do at home is supporting their learning.

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

22. The school provides a broad and balanced curriculum for children at the Foundation Stage and for the pupils at Key Stage 1. In Key Stage 2 the amount of taught time is less than the recommended time. The organisation of the curriculum means that some subjects are not taught for long periods. Except for this, the school has a clear and effective curriculum framework that enables the teachers to plan thoroughly and systematically. One of the strengths of the school is its provision for pupils' spiritual, moral, social and cultural development. The curriculum for pupils over the age of five fully meets statutory requirements, including those for religious education.
23. The curriculum for children in the Foundation Stage takes full account of the Areas of Learning and uses the 'stepping stones' as learning objectives in order to inform the planning and assess the progress the children make. The medium-term plans show how adult-directed tasks, based on the 'stepping stones', offer a good range of learning experiences that match individual needs of the children. This is particularly necessary because the reception children are taught in the same class as the pupils in Years 1 and 2. The plans are well tailored to provide a range of tasks that help the children to develop the appropriate language, mathematical and social skills. There are strong links between the Foundation Stage curriculum and the National Curriculum. They are well thought out to enable the higher attaining children to benefit from work within the National Curriculum when it is appropriate to their needs and level of attainment.
24. At Key Stages 1 and 2, the curriculum is good. The teachers plan and review their work together in order to ensure that the curriculum meets the needs of pupils of different ages but who are taught in the same class. The school has thoroughly reviewed and evaluated the curriculum to meet the requirements of Curriculum 2000. The planning is detailed and appropriate to the pupils' needs. The gaps and areas of imbalance identified in the previous report in relation to information technology have been addressed in full. The key issue from the previous inspection to ensure that the provision for information technology meets requirements has been satisfactorily addressed. The children are now being taught the key skills and have regular access to computers. French is offered to the junior age pupils.
25. The school has responded very positively to the national strategies for literacy and numeracy. A high priority is given to the teaching of reading, writing and mathematics. The daily, well-organised literacy and numeracy sessions for both classes provide the pupils with very good opportunities to develop the basic skills. This is beginning to raise standards, particularly in writing. However, whilst the school does develop writing effectively at times in other subjects, the planning does not always ensure that skills acquired in literacy lessons are practised and applied across the curriculum. For example, the pupils at Key Stage 2 are competent at taking and organising notes but they do not use these skills in subjects such as history when they are presented with information on the period about which they are learning.

Another weakness in the organisation of the curriculum is the blocking of subjects, such as history and geography. Because of the need to teach some subjects in cycles due to the number of year groups in each class, there are long periods when some aspects of the subjects are not taught. As a result, the pupils forget much of what they have been taught and do not adequately consolidate the acquisition of skills peculiar to each subject. This was particularly noticeable in discussions with the pupils about what they had been taught in geography, history and, to a lesser extent, science.

26. The school makes very good provision for the pupils' personal and social education. This accounts, in large part, for the pupils' self-awareness, confidence and independence in every aspect of their learning. In assemblies and lessons, the pupils have opportunities to discuss personal issues and talk about the consequences of their behaviour and actions. The school makes satisfactory provision for sex education and drugs awareness. It successfully integrates social awareness and team building into formal lessons, sporting activities, personal research tasks and residential trips. These make a significant contribution to the pupils' positive attitudes, very good behaviour and positive personal relationships.
27. All pupils have full access to the curriculum. None are withdrawn from religious education or collective worship. The philosophy of the school is reflected in its commitment to include all of its pupils equally in its life and work.
28. The contribution of the community to the pupils' learning is good. The school makes effective use of visits and visitors to enrich the curriculum and to strengthen areas of weakness. For example, it has made good use of the information and technology resources at an educational centre to teach some aspects of the subject such as digital photography, multimedia work and modelling. These are areas that the school cannot teach effectively until it acquires the appropriate resources. It makes good use of the locality to support work in art, geography, history, science and religious education. Visits to the parish church and to places of educational interest add an extra dimension to the pupils' learning. Visiting teachers and instructors offer good opportunities for pupils to develop musical and sporting skills. The pupils participate in sporting and musical events.
29. The provision for pupils with special educational needs is good. The school quickly identifies pupils who need extra support, and ensures that the full curriculum is available to them. Individual education plans set out clear, achievable learning targets. The school follows the recommendations of the Code of Practice in reviewing the pupils' progress. The classroom assistants make a valuable contribution to the pupils' learning. The provision for pupils with special educational needs and English as an additional language is having a positive impact upon the standards achieved.
30. Overall, the provision for the spiritual, moral, social and cultural development of pupils is very good and is one of the strengths of the school. The provision for spiritual development is very good. Each day, the pupils share an act of collective worship that provides them with opportunities to think about the world around them and how they relate to each other. In an assembly on St Francis, for example, the pupils were encouraged to consider the wonders of nature and the needs of people who are less fortunate. The school provides many opportunities for pupils to share thoughts and feelings. It encourages the pupils to contribute confidently to discussions about things they are investigating, such as how some personal objects take on symbolic significance because of their association with important life events or experiences. In doing so, the pupils find it particularly easy to share ideas and thoughts that are precious to them. During the planned discussion times in class, the

pupils consider the values and beliefs of others. This helps them to understand that Christianity shares many ideas and practices in common with other religions.

31. The provision for pupils' moral development is very good. Mutual respect between the adults and pupils is successfully cultivated and in which the values of honesty and fairness are cultivated and shared. Throughout the school, pupils are taught to distinguish right from wrong, and encouraged to be self-disciplined. In lessons, the school fosters self-reliance and open-mindedness by offering pupils many opportunities for moral and social responsibility. They are encouraged to think through differences of opinion and accept that it is possible to respect points of view held by others. The pupils share in devising the school rules. This has raised the pupils' awareness of their importance of having rules that govern behaviour.
32. The provision for pupils' social development is very good. The pupils are encouraged to work together purposefully and to share and negotiate responsibilities. This is particularly evident in each classroom where the established rules and routines enable even the youngest members to cater for many of their own needs responsibly and independently. The school values good work and good behaviour, and rewards both with praise. The adults at the school provide very good role models for the pupils.
33. The provision for cultural development is good. The school fosters the pupils' growing awareness and appreciation of the arts. Music, dance and art lessons are carefully planned and the work displayed well throughout the school. The pupils are encouraged to share ideas about the work of famous artists and composers, and the curriculum provides opportunities for the pupils to compare ideas, customs and traditions from other cultures and to study the beliefs of different faith communities. For example, the pupils share the celebrations associated with festivals of light from the Christian, Jewish and Hindu traditions. The school provides good opportunities for the pupils to contribute to assemblies through participating in role-play and accompanying the singing.
34. The school encourages the pupils to learn the descant and treble recorders and the violin in clubs held out of normal lesson time. These activities enrich the pupils' knowledge of traditional tunes from their own and other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school has good arrangements for the care and protection of its pupils as it did at the time of the last inspection. The pupils are all very well known and appropriately supported by the staff. Health and safety procedures are good and these benefit from the close involvement of the governing body. The pupils are encouraged to be aware of their own safety and to act responsibly. There is a good child protection policy and appropriate written guidance is available for staff. All adults in school have a suitable level of knowledge and awareness of child protection and safety issues.
36. The procedures for monitoring and supporting the pupils' personal development are good. The teachers record the pupils' responses to lessons and circle times and the pupils are involved in discussions about their own targets. The pupils include these in the annual progress report for parents. The pupils' personal development is very effectively supported by the provision for social development and by the good opportunities offered to the pupils to develop as responsible citizens.
37. The pupils with special educational needs receive effective support. There are good arrangements in place to make use of support from external special educational needs

staff and other agencies when needed. All statutory requirements with regard to special educational needs are carried out and additional support is provided for the pupils with emotional and behavioural difficulties. There are good procedures in place for monitoring the pupils' academic progress and personal development.

38. The procedures for monitoring and promoting good behaviour are good. The teachers are consistent in the use of praise and they provide clear messages about unacceptable behaviour should any occur. The pupils understand the school's expectations and rules, reflecting their involvement in forming them. The pupils maintain an individual system of coloured cards which denote the success or otherwise of the day. The pupils who are consistently well behaved are recognised appropriately by this system.
39. Attendance is closely monitored and the administrative arrangements are efficient. The school meets the statutory requirements with regard to the publishing of attendance figures and the registration of the pupils.
40. The school has good arrangements for assessing the pupils' progress. In literacy, for example, the pupils record samples of their work in special books. The teachers carefully assess the work and grade it to determine the standards attained. The school has very good records of the work in information and communication technology, and the standards they reach across the various strands of the subject. In other subjects, the teachers use efficient methods of recording standards of attainment among the pupils. These provide a clear picture of strengths and weaknesses in what the pupils know and can do.
41. The teachers use a wide range of tests and assessment exercises, including standardised tests and assessments published by the Qualifications and Curriculum Authority. These are carefully analysed by the school to track the progress of the pupils and to set targets for improvement. The assessments used when the children are in the reception are used effectively to plan a range of appropriate early learning experiences.
42. The older pupils are encouraged to assess their own attainment and progress. In science for example, they complete tick sheets that indicate which areas they feel they have learned well and which they feel they still need help with. This encourages the pupils to think about how well they are doing and how they can improve further. They are also used when the pupils and the teachers are setting new learning targets for improvement.
43. The school makes effective use of homework in literacy and numeracy. The work is well planned to reinforce the learning objectives set in the lessons. All of the pupils regularly read at home, but whilst the younger ones are conscientious about maintaining personal reading diaries, the older pupils are not. One result of this is that parents of the older pupils have less information about what their children are reading and how well they are doing.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The parents' views of the school are good. They are appreciative of the education provided for their children and of the hard work and commitment shown by all the staff. In particular, they feel that the teaching is good and that their children are expected to work hard. They feel that the school promotes good attitudes and values and that the staff are approachable and responsive. Some parents feel that the quality

of the homework provided is inconsistent and that they do not always understand what is required. The inspection findings support all the positive views of parents. They find that the amount and type of homework is appropriate and supports the pupils' learning well. The parents of infant age pupils are involved in maintaining the Reading Record Books but the role of parents in monitoring and supporting homework for junior pupils is less clear.

45. The effectiveness of the school's links with the parents is good. The parents are welcomed into school and are closely involved their children's education.. Despite some limitations with the accommodation, the parents are invited to regular open days, performances and special events. They are invited to travel with their children to physical education lessons and have good opportunities to gain insight into their children's learning. The relationships between the staff and the parents are good and the staff are available at the start and finish of each day to talk with the parents. Questions about their children's progress or their work are welcomed.
46. The parents of children with special educational needs and English as an additional language are kept informed of their children's progress. They are invited to meet with the teachers following the regular reviews of the progress their children are making and are kept informed of the targets set for their children. Suggestions are given to parents by the school staff about support that can be given at home to extend the work being done in school and parents are supportive of the work done at school.
47. The impact of parents' involvement on the work of the school is good. They offer good support for swimming lessons and extra-curricular clubs and with a games club in the summer months. The Parent and Friends Association provides strong support for the school. They hold a variety of fund raising events that are well attended. The funds raised provide the school with additional resources.
48. The quality of the information provided for parents is good. The school brochure, governors' report and newsletters are well written and keep parents well informed about the life of the school. Information about the curriculum is conveyed through meetings, talks and open days. The day-to-day communication with parents is very good. Information about pupils' work and progress is provided in good quality written reports and with consultation events. Written reports offer good information about each pupil's achievements and areas of difficulty. Clear guidance for improvement is given and the pupils make their own contribution by setting targets for themselves.
49. The contribution that parents make to their children's learning at home and at school is good. Reading Record Books in Key Stage 1 are well supported by the parents but in Key Stage 2, the parents are less involved in monitoring their children's homework. The parents have expressed a wish for more information about the requirements of homework in order to provide better support at home. The home-school agreement is a meaningful document that has been well received by parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher, with good support from the staff and governors, leads and manages the school efficiently and effectively. The staff work well together as a team and they share a commitment to improve. The school has in place clear aims that are already well reflected in its work and shared by all. The headteacher has developed effective procedures for monitoring and evaluating the work of the school. The co-ordination of the subjects is shared among the staff. Action plans for each subject are

developing. The leadership in English and mathematics is well established and is helping the school to evaluate the progress the pupils are making and to set appropriate targets for improvement.

51. The governors are kept very well informed by the headteacher. They have a good knowledge of how well the school is achieving and have appropriate procedures in place to fulfil their statutory responsibilities. The headteacher and governors use the results of the monitoring to set clear targets for development. The chair of the governors meets with the headteacher regularly and the governor with responsibility for special educational needs visits the school and keeps herself well informed. Other governors work hard to support the school. Each governor takes on responsibility for a subject and visits the school on a planned basis to observe the school working. The governing body has set performance targets for the headteacher. The procedures for setting targets for teachers are well under way. The governors believe it is important to hear the views of parents and to this end they send out an annual questionnaire and hold a surgery for parents to come and talk to a governor.
52. The headteacher and governors deploy resources and specific grants effectively. In their strategic planning, the governors have sought to apply the principles of best value when buying resources and services. The school development plan is reasonably detailed and is a useful tool. The priorities and the means of achieving them are appropriate and they are clear about raising standards and developing effective performance management. The school secretary carries out the day-to-day administration very well and good use is made of new technology. Levels of teaching staff are appropriate and number of learning support assistants is good.
53. The headteacher is the special educational needs co-ordinator and has a good knowledge of the needs of these pupils. All members of staff are aware of procedures for identifying, assessing and providing for the pupils with special educational needs and parents know who are their main points of contact in the school. Teaching and support-staff work closely with the school's special educational needs co-ordinator and the provision for special educational needs is integrated into teachers' planning. The governing body is supportive of, and has a good over view of the work done by the school with the pupils with special educational needs and English as an additional language.
54. The school is well resourced for teaching literacy, numeracy and information and communication technology. It is now better equipped for teaching information and communication technology than it was at the time of the last inspection and this will improve further in the near future with additional equipment. In all subjects, resources are at least satisfactory, although large outdoor play equipment for reception pupils is limited. Overall, the learning resources are well stored and cared for.
55. The accommodation is satisfactory overall and provides well for the delivery of the curriculum. The classrooms are large enough for the number of pupils. There are additional teaching areas in the library and dining room. Outside there are extensive attractive grounds, including a wildlife area. The school is very well maintained throughout and provides a pleasant and safe learning environment. Internally the classrooms and corridors have attractive displays of work, particularly art work, which is well displayed in the corridors. This represents an area of improvement since the last inspection. The school lacks a hall and indoor physical education is limited as a result. However, the school has good arrangements to meet the needs of the physical education curriculum by making use of facilities in the village hall and in

other local primary schools. The provision for the children in the foundation stage is satisfactory but at present there is no separate outdoor play area.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher, the governors and teachers should:

- (1) Raise standards by providing greater challenge for the Year 6 pupils in history and design and technology.
(paragraphs 7,19, 85)
- (2) Increase the amount of teaching time for Key Stage 2 pupils to the recommended time and reorganise the way that history and geography are timetabled and target this to improve standards and the quality of learning in the foundation subjects.
(paragraphs 18, 19, 25, 79, 89, 91, 93)

Minor issues:

Make more effective use of sketch books in art. (paragraph 83)

Develop the pupils' chronological awareness in history. (paragraphs 89, 91)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

The tables showing test results have been omitted due to the small number of pupils taking the tests annually.

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19%	58%	23%	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		54
Number of full-time pupils known to be eligible for free school meals		17

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		13

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence	%
School data	3.8
National comparative data	5.2

Unauthorised absence	%
School data	0.1
National comparative data	0.4

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	2
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	6	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	2.9
Number of pupils per qualified teacher	18.6
Average class size	27

Education support staff: YR– Y6

Total number of education support staff	3
Total aggregate hours worked per week	66

Financial information

Financial year	1999
	£
Total income	130275
Total expenditure	137585
Expenditure per pupil	2808
Balance brought forward from previous year	24336
Balance carried forward to next year	17026

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

54

Number of questionnaires returned

21

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	5	0	0
My child is making good progress in school.	52	38	10	0	0
Behaviour in the school is good.	24	67	0	10	0
My child gets the right amount of work to do at home.	48	43	5	5	0
The teaching is good.	71	24	5	0	0
I am kept well informed about how my child is getting on.	52	38	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	24	10	0	0
The school expects my child to work hard and achieve his or her best.	57	43	0	0	0
The school works closely with parents.	52	33	14	0	0
The school is well led and managed.	48	43	10	0	0
The school is helping my child become mature and responsible.	43	48	10	0	0
The school provides an interesting range of activities outside lessons.	40	55	5	0	0

Other issues raised by parents

Some of the parents at the meeting felt that the infant and reception class was too large and that there needed to be more support given to the very good work done by the staff.

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

56. The school's assessments of the children shortly after they start school indicate that most of them have average attainment for their age in personal development, language and literacy, and early number skills. The inspection evidence indicates that most children make good progress and some make very good progress so that, by the age of five, most will attain or exceed the Early Learning Goals for each aspect of the Foundation Stage curriculum.

Personal social and emotional development

57. The children's personal and social skills are well developed in the reception year. The children benefit from good teaching and from being able to interact with the older pupils in Years 1 and 2. The school has good arrangements for establishing effective learning and behaviour routines. As a result, the children demonstrate very positive attitudes to school and relate well to each other and to adults. The teaching places great emphasis upon providing opportunities for the children to work in small groups with adults. The children, therefore, quickly and confidently begin to voice their likes and dislikes, to share and to take turns. The children work and play co-operatively across a range of activities. They develop an appropriate measure of independence in their work and play. They quickly learn to take care of themselves. The older children have a good understanding of the expected routines and they know the difference between acceptable and unacceptable behaviour. The children often persevere with activities without the need for continuous, direct supervision. They are becoming increasingly sensitive to each other's feelings. They behave very well and show respect to each other and to adults.

Language and literacy

58. By end of the reception year, the children are likely to achieve the Early Learning Goals. They enjoy listening to stories. They readily share books, and talk confidently about them to adults and to each other. Most of the children express themselves well because the teaching places much emphasis on modelling spoken and written language and on teaching a challenging vocabulary. The children are eager to contribute to discussions and conversations. Many of them express ideas and opinions independently, choosing words carefully and thoughtfully when asking and answering questions. The children understand that print carries meaning. They hold pencils correctly and form most of their letters accurately. The higher attaining children confidently spell simple words with the pattern: consonant-vowel-consonant, such as *dog*, *cow*, and *rat*. The children use word bank cards confidently to generate sentences of the kind they read in their storybooks. Sometimes, these sentences are of a less common construction. For example, in one lesson the children took great delight in discussing the story they had just read with the classroom support assistant. They used their word recognition skills to create sentences such as: *Not I, meowed the cat*, and *Not I, grunted the pig*, that matched those they had just been reading.

Mathematics

59. The children are likely to reach the Early Learning Goals by the end of the reception year because the teaching promotes effective learning through a range of well-planned practical tasks, including counting, sorting and matching bricks, shapes and toys. During educational play, the children match familiar objects by colour, shape

and size. With adult prompts, the children quickly compile sets and subsets of objects according to the different criteria suggested. The children use a range of simple mathematical terms when, for example, they compare containers in the sand tray. Many children take part enthusiastically in number rhymes and games that help them to improve their recollection and understanding of numbers. The teaching develops the children's mathematical thinking through well-chosen activities linked to the National Numeracy Strategy. As a result, the children use number lines to 30, read time using analogue clocks, and distinguish between even and odd numbers. The children are beginning to gain independence and confidence in their number work. They are increasingly familiar with numbers from zero to twenty. The teaching makes good use of open and directed questions in small group activities to further develop the children's understanding.

Knowledge and understanding of the world

60. The children are likely to attain the Early Learning Goals by the end of the reception year because the adults plan carefully to ensure that the children are given a wide range of tasks. These encourage them to handle objects and make first-hand observations in order to develop their knowledge and understanding of the world around them. For example, the children learn to make predictions when they investigate materials from which a range of objects is made. They test materials to find out about their properties. The children learn that some materials break whilst others bend; that some float whilst others do not, that some are shiny whilst others do not reflect light so well. Because they are taught along with the Year 1 and 2 pupils, they often benefit from opportunities to tackle some of the same learning tasks. For example, they worked side by side with the older pupils when the class investigated shadows, and later when they observed and drew the parts of a flowering plant. The reception children develop a secure understanding of events in the school day. They are confident about finding their way around school. They develop good skills in technology when they cut, stick and join a range of materials. For example, they learn how to use hinged parts using split pins when they design jointed teddies in card. They confidently use computers to draw pictures and to complete tasks such as 'dressing teddy'. They are competent users of the mouse and keyboard. The adults make good provision for the children to learn about themselves and the environment, particularly in class assemblies and sharing times. This promotes the children's ability to think and talk effectively about the world around them.

Physical Development

61. The children are likely to attain most of the Early Learning Goals by the end of the reception year. The children develop an appropriate range of manipulative skills because the teachers provide many opportunities for them to use simple tools for cutting, painting and building. The children also benefit from the opportunity to participate in the physical education lessons enjoyed by the older pupils. In them, the children learn to move with more confidence, and with better directional control. In one lesson, for example, the children learned sending skills using hands, feet and bats. Some of the children, however, are not sufficiently well developed physically to complete the tasks and would benefit from regular outdoor play on large apparatus. The school does not have the resources to provide the children with daily outdoor learning opportunities, but makes good use of what is available, and this is generally sufficient to provide the children with activities that are challenging and that encourage them to respond confidently as their skills improve. At playtimes, the reception children make up rules and join in playground games. Most children show control and balance when they use large outdoor equipment, such as tricycles.

Creative Development

62. In creative activities, the children's attainment by the end of the reception year is likely to have reached the expected level. The children readily engage in role-play in the home corner where they enthusiastically make meals, look after babies, go shopping and visiting. The quality of the role-play increases dramatically when the adults participate. Most of the children develop an appropriate range of creative skills. The teaching provides opportunities for the children to explore colour and texture in collages that incorporate different kinds of paper and fabric. They are offered a range of media as they draw, paint, design and make in a variety of ways. They choose colours and materials with care, and show a growing understanding of how to achieve pleasing results when they explore pattern and shape. For example, the children produce attractive results in work on paper weaving and pebble art. Many of the paintings they do reflect the children's experiences. For example, they paint pictures following an educational visit to Alton Towers and of their gardens at home. The children listen carefully to music, sing songs and recite rhymes. They compose their own sound effects to express different types of weather. The learning support assistant working with the class teacher effectively carries out many aspects of the work with the reception children. The teaching is good. It is well matched to the children's needs because the teacher knows them well and successfully communicates enthusiasm for learning. As a result, the children quickly become effective and confident learners who are willing to persevere with tasks.

ENGLISH

63. By the end of Key Stage 1, the pupils attain above average standards in reading, writing, speaking and listening. Since the last inspection, the school has significantly raised standards at age 7.
64. The inspection evidence for Key Stage 2 indicates that, by the age of eleven, the pupils attain above average standards in reading, speaking and listening skills and average standards in writing. Some pupils attain above average standards and the pupils written work is improving. It is better now than at the time of the last inspection because the school has taken appropriate measures, including changes to the way the English curriculum is organised and taught. The pupils with special educational needs and English as an additional language have full access to the available learning opportunities and make good progress.
65. By the time they are seven, most of the pupils attain well above the expected standard in speaking and listening. This is because the pupils are taught to listen carefully to the teacher and given many opportunities to respond to stories, poems and non-fiction texts. The pupils speak enthusiastically about their work, and use an impressive vocabulary to talk about the texts they read and the writing they do. The pupils are very keen to ask and answer questions and to contribute to class discussions. When they discuss the stories they read, the pupils talk animatedly about the characters and what happens to them. They use their language skills well in other subjects too. For example, they have a good range of appropriate terms, which they use when discussing work in music, science and religious education. The pupils express themselves clearly and in full sentences. By the age of eleven, the pupils speak confidently to adults and to each other. They listen politely and attentively in class discussions. In a lesson for pupils in Years 5 and 6, for example, the pupils were engrossed in a discussion about characters in an extract from the text of *The Little House in the Big Woods*. They listened intently to what others had to say and spoke persuasively in defence of their own response to the text. In a religious education

lesson, they demonstrated very good levels of speaking and listening. They showed sensitive awareness to the feelings and values of others when they discussed objects that had significance for them because of their association with memorable personal experiences.

66. By the end of Key Stage 1, most pupils read simple texts fluently and with good expression. They use their knowledge of initial letter sounds to help them read unfamiliar words. Many of them understand how word order affects meaning in English sentences. The pupils enjoy reading a wide range of story and poetry books. All of the pupils interviewed said that they enjoyed reading. Many are keen to express their responses to important events in the stories they read. Most of the pupils successfully read simple information texts well when they are working in other subjects. For example, in a science lesson, Year 2 pupils, with the help of the teacher, read extracts from a book about the different uses mankind has for plants. The pupils were able to share what they had read and suggested many uses, including: for decoration, for pleasure, for making paper, medicine and furniture. By the end of Key Stage 2, most of the pupils read with a good degree of fluency, accuracy and understanding. They are beginning to think carefully when attempting to make sense of the actions and motivations of the main characters in the novels that they read. They know the work of more than one author and express preferences for different types of novel and poem. Nearly all of the pupils, for example, are familiar with the work of Roald Dahl and J. K. Rowling and are able to discuss how these authors use humour in their stories. Many of the pupils have developed good reading habits and positive attitudes a wide range of texts, including works of non-fiction and electronically produced texts.
67. By the age of seven, most of the pupils are able to write stories or recount events that they have experienced. When they write stories, they often plan them carefully and make effective use of support sheets to help them develop interesting characters. For example, the pupils wrote nativity stories earlier in the year from the point of view of the star in the night sky over Bethlehem. Some pupils write for a range of purposes and choose an appropriate form for each of them. For example, they use notes and flow charts to plan work. The notes of the higher attaining pupils feature sub-headings and references to the books they have used in the course of their reading. Most of the pupils use tables to record the outcome of classroom surveys. They write letters, postcards, lists, stories and 'how to' texts such as *How to make a 3D Book* and *How to Play Snakes and Ladders*. Often, the pupils write poetry in which they explore elements of language, such as rhyme. Some of the poems feature humour, too. For example, one pupil wrote: *Jack Frost was in my garden / When I went out to play / He nipped my toes and fingers / So I had an x-ray*. The pupils write in a legible, joined script. They spell simple words correctly and learn to recognise common letter strings, such as 'oo', 'ea' and 'ow'. In their language work, they show an awareness of word order and the correct use of nouns and verbs.
68. By the age of eleven, most of the pupils write confidently for a range of purposes. Most of the pupils successfully write stories in a number of forms, including ghost stories, science fiction, historical and adventure stories. They know how to adapt plot, character, settings and, atmosphere to each of them. The pupils make good use of planning and drafting in their writing to help them adapt the form and content of their work to different purposes. They use flow charts and other graphical aids to help them plan persuasive writing, informational texts and instructional texts. Examples of the latter are the pupils' writing on *How to Make Cheese Scones* and *How to Mummify a Cat*. Most of the pupils successfully produce pieces of sustained writing in a number of genres including: novellas, journals, play scripts and recounts. The pupils' writing is often organised logically into paragraphs because the pupils make

effective use of use concept maps and notes before they write. Their written work demonstrates a satisfactory awareness and use of Standard English. For example, sentences are usually well constructed and observe the rules on subject-verb agreement. Most of their writing shows a consistent use of tenses and a willingness to try complex sentence structures as well as simple and compound ones. Most of the pupils attain satisfactory standards in spelling and in handwriting. The lower attaining pupils tackle the full range of writing and make use of planning and drafting exercises to help them improve. They work commendably hard to improve their work.

69. One of the strengths of the pupils' writing, particularly among the higher attaining pupils, is their ability to complete sustained pieces of written work, particularly stories and journals. However, they have fewer opportunities to develop the skills needed to write pieces that sustain arguments or that present more than one point of view.
70. The quality of teaching is generally good and helps the pupils to make good progress in most aspects of the subject. The teachers' planning demonstrates their secure knowledge and understanding of the National Literacy Strategy. A strong feature of the teaching is the high expectations it has of all of the pupils, irrespective of their level of attainment. The work set is often challenging, and the teachers demand of the pupils a high level of attention and good behaviour. A significant strength of the teaching is the skilful way that the teachers encourage their pupils to acquire good speaking and listening skills. This helps them to learn more effectively because they feel confident when they contribute to class discussions. The pupils maintain high levels of interest in their work because the teaching provides a good balance of activities that are relevant to the pupils' needs. The homework set for the older pupils is well thought out. It makes a significant contribution to the pupils' progress. The teaching also offers the pupils good opportunities to reflect on their learning and to agree targets for improvements. Opportunities are at times missed to extend the pupils' writing skills learnt in literacy lessons in other subjects. For example, note-taking and planning for writing are well taught in literacy lessons but the teaching does not make sure that these skills are routinely used for writing in other subjects such as science and history.

MATHEMATICS

71. Standards in mathematics are above those expected for both 7 and 11 year olds. The pupils in both key stages make good progress. Whilst standards vary each year because of the small number of pupils taking the tests, the pupils' progress is generally good, as it was at the time of the last inspection. The pupils with special educational needs and English as an additional language are well supported and make good progress. The headteacher has identified the need to raise standards further. The splitting of the junior class into a Year 3/4 group and a Year 5/6 group is allowing the teachers to focus more closely upon the levels of work that the pupils are doing. The improved pupil records, especially for 7 to 11 year-olds, allow the teachers to monitor individual pupils' achievements and to set clear targets for improvement. Targets set for this year are higher than for last year and are likely to be achieved.
72. By the age of seven, the higher attaining pupils produce accurate work of a high standard. Lower attaining pupils cover a similar range of work but require greater support to achieve results. The pupils investigate numbers that can be divided by 2, 3, 4 and 5. They count accurately and can explain why their answers are correct. They solve simple multiplication problems. They have a good knowledge of place value to 100. They find simple fractions of shapes. They investigate number patterns, such as odd and even. They find out about three-dimensional shapes, such as cuboids and

spheres and measure the lengths of objects, such as the playground. Lower attaining pupils have begun to understand place value and to order numbers. They add and subtract numbers to 10.

73. By the age of 11, the pupils count on and back in twos, threes and fives. They are beginning to use accurate mathematical language. They find the differences between numbers to 100. The higher attaining pupils can discuss and devise strategies for solving more complex number problems. They multiply whole numbers to 1000 and change improper fractions into mixed numbers. They add and subtract negative numbers. They use fractions and percentages. They understand and measure angles, including acute, obtuse and reflex. Lower attaining pupils find relationships between tenths as a fraction and as a decimal. They are becoming more accurate in using, reading and writing standard metric measures. They record their work more effectively than at the beginning of the year and check their results and are beginning to estimate answers. They understand the difference between the perimeter and area of a shape. They can measure the perimeters of shapes but in discussion some pupils found it difficult to find the area.
74. The quality of teaching is good overall and this ensures that the pupils make good progress. In most lessons, the teachers demonstrate confident and secure subject knowledge. They extend the pupils' understanding of the work and ensure that pupils of differing abilities are fully involved in the work. There is a good proportion of direct teaching and an appropriate emphasis on developing mathematical vocabulary. The pupils respond with interest and with mostly accurate or sensible answers. In the good lessons, the pupils are encouraged to use accurate and appropriate mathematical language. For example, in a Year 5/6 lesson, a group of pupils were challenged to use more accurate vocabulary in a lesson on probability. In a Year 1/2 lesson the teacher's very clear explanations ensures that the pupils understood the words to use. In these lessons the teachers ensure that the pupils have understood the main ideas and reinforce the new mathematical vocabulary. They also use this well to assess the pupils' progress and understanding. The teachers build effectively upon work covered in earlier lessons. In a Year 3/4 lesson the teacher gave effective support to pupils who were finding it difficult to draw reflections of shapes as part of their work on symmetry. Other pupils who had clearly grasped this were encouraged to extend their understanding. In all lessons, the needs of pupils with special educational needs and lower attaining pupils were well supported by the teachers and learning support assistants. Work is regularly marked and assessed and this helps the teacher to plan for the next days work.
75. The school has developed an appropriate curriculum and the organisation in the junior class into two groups is having a positive impact on standards. The school has responded well to the National Numeracy Strategy and this is helping to raise attainment. The assessment and recording of attainment and progress are good. The pupils are set targets for improvement in mathematics. The quality and quantity of resources in the school are good and they are making a good start in using information and communication technology.

SCIENCE

76. The pupils' attainment is well above average by the age of seven and above average by the age of 11. The standards are better now than at the time of the last inspection, particularly among the pupils aged seven.

77. By the age of seven, the pupils have a good understanding of most aspects of the subject. They are aware of the dangers of electricity, and they talk confidently about electrical appliances in the home and at school. They describe how they make simple electrical circuits using wires, batteries and light bulbs. The higher attaining pupils explain what might cause the bulb to stop shining. They talk and write confidently, too, about their investigation into the forces of friction and gravity. For example, when they test how far model cars travel once they reach the bottom of a ramp, they explore the effects of variables such as: the different surfaces on which the cars travel, the weight of the vehicles, and the changes made in the height of the ramp. They record the results of their investigations in graphs and tables. The pupils acquire a good understanding of the effects of inertia when they investigate what happens to *Teddy* when an obstacle stops the forward thrust of his vehicle. The pupils have a good understanding of the science of light. They know, for example, how shadows are formed and what affects the length of a shadow. They know about different sources of light and how the properties of materials affect how light and colour is reflected. For example, they know that materials can be classified as transparent, translucent or opaque and that animals use colours as camouflage to protect them from predators.
78. By the time they are eleven, the pupils have a good understanding of the solar system and Earth's place in it. Because they chart the appearance of the moon over an extended period of time, they are able to explain clearly what the phases of the moon are. They know, too, how day and night are created and why we have seasons. The pupils have a good understanding of forces. They talk confidently, for example, about their investigation into the effects of gravity and give convincing explanations as to why a ball of foil falls more quickly than a square of foil of the same mass. The pupils investigate magnetic force and describe what magnetic fields are. They know some of the uses of magnetism, including its use in compasses for navigation. The pupils have a good understanding of electricity. They devise simple circuits that include a range of components such as bulbs, switches, buzzers and motors. They carry out investigations into electrical resistance and its effects on the relative brightness of bulbs in a circuit. They develop a good understanding of the force of *up thrust* when they investigate the behaviour of parachutes in relation to their size, and the weight of the objects they carry. They have a satisfactory understanding of life processes, including the reproductive processes of plants and the functions of different parts of the flower in germination. The pupils make effective use of simple equipment and use a good range of methods to record their observations, including diagrams, pictures, graphs and tables. The pupils make good use of information technology to support their learning when, for example, they search the Internet and use CD ROMs to acquire new knowledge. The pupils' understanding of the science of sound, light and the properties of materials is satisfactory. Their knowledge of some aspects of these subjects is not as strong because they were taught some time ago.
79. The teaching is good overall and sometimes very good. Much of the teaching at Key Stage 1 is good because it is challenging and the learning activities well organised to promote effective learning. As a result, the pupils make rapid progress. There is some good teaching, too, at Key Stage 2. A strong feature of the teaching at both key stages is the teachers' successful organisation of investigative work. They give the pupils many opportunities to learn at first hand when they present the pupils with practical activities from which they learn to make close observations useful records. This encourages the pupils to develop effective investigative skills and to work hard. The pupils with special educational needs enjoy full access to the available learning opportunities and make good progress. The teachers make good use of the available resources, including information technology to enhance learning. They also make good use of classroom support assistants, particularly to support the lower attaining

pupils and the younger pupils in each of the classes. There are no significant weaknesses in the teaching, but the organisation of pupils into classes of three or more year groups places severe limitations on how much of the curriculum can be covered in any one academic year. This means that in Year 6, although the school revises all the pupils previously learnt work, it is more difficult to revisit all of the curriculum in sufficient detail.

ART AND DESIGN

80. By the age of 7 and 11, the pupils attain the expected standards. All of the pupil all have access to the art curriculum, the teaching values the pupils' work and the pupils achieve well. The work seen in lessons, and the work exhibited around the school, is colourful, interesting and well displayed. Work in art is often related to the topics being studied in other curriculum areas, such as English, geography, history and religious education, and this provides the pupils with a relevant context for their work.
81. In the infant class, the pupils learn new techniques. They discuss with the teacher a Georgia O'Keefe landscape, which is compared to a John Constable landscape used in previous lessons. "It's a view," said one Year 2 pupil. "I think it is clouds," responded another. "I think it's a bottomless pit"; "It's not very real" came other views. All pupils became involved in the discussion. The pupils tried out the new technique of changing the strength of a colour as seen in the landscape, using paint and water-soluble crayon with varying degrees of success. One girl said, "If you use less paint it is more effective". Another found that, "more water helped"
82. In the junior class, the pupils develop their skills for recording ideas in more detail as seen in the portraits, for example, their ideas based on the work of Picasso. They have experience of trying a range of media including paints, pastels, crayons, pencils, collage and clay and they have opportunities to use a good range of techniques and art forms such as collage, modelling, printing, and painting. There are very sensitive examples of paintings and mixed media from a range of starting points, including the work of artists, such as the Japanese artist Utagawa Hiroshige, and Andy Warhol. They show a good understanding of the effects of different colours and shapes and are able to express and explain their preferences. Throughout the school the pupils produce work with enthusiasm.
83. The teaching observed in Key Stage 1 was very good. The teachers plan carefully to ensure that the pupils make progress in gaining skills and understanding when using different media. The teachers have secure subject knowledge, are enthusiastic and provide the pupils with a good range of media and art forms, although less three-dimensional work was evident. They prepare materials and other resources well and the lessons are well managed and organised. The teachers respond sensitively to the pupils' work and opinions, and show this by displaying work well in classrooms and corridors. Mostly the pupils work carefully, willingly try new techniques, and use different materials to achieve the effects they have in mind but the pupils' sketchbooks are made limited use of. The work in them is not labelled and there is little indication of what the various drawn marks are for.
84. The resources for art are adequate and continue to be developed. Art is making a good contribution to the pupils' spiritual and cultural development because it provides them with opportunities to study art from different cultures and periods, and offers them a means of responding artistically to topics being studied in a range of curriculum areas.

DESIGN AND TECHNOLOGY

85. Standards are above expectations for seven year-olds and are in line with those expected for pupils' aged 11. This is similar to the previous inspection, with some improvement in Key Stage 2. The teachers plan their lessons using the recommended national scheme of work for design and technology and this has helped them to plan an appropriate range of work. As a result, the teachers prepare lessons that enable the pupils to evaluate simple designs, exploring ideas and improving finished products. Design and technology is also linked well to other subjects and this has a positive effect on the pupils' learning adding relevance to what they learn. However, in some work, for example the current work on Tudor houses, the oldest pupils are not sufficiently challenged by the planned work and the topic is spread over too long a period.
86. In the infant class, the pupils have made a moving picture using a slider. They use vocabulary, such as pivot, guide and slider in their work and most pupils completed two pictures using these techniques. They have carried out a survey to find out their favourite playground equipment. They produced drawings with clear labels and then designed and made an example of their own, for example one pupil produced a roller coaster. Good examples of the pupils' work on making Joseph's coat of many colours are displayed in the classroom. The pupils talk with interest about how they made these. They show the drawings that they did initially and the paper pattern made for the coat, They investigated different ways of joining the materials, such as taping, stapling, gluing and sewing. The finished products are of a high standard. The pupils have also been finding out what features make a good picnic carrier. They have investigated the best materials to use and the different ways that they could carry it.
87. In the junior class the pupils have begun to research, design and make a model Tudor house linked to their history topic. They have a good understanding of what Tudor houses looked like and have investigated the main features that these houses would have had and the materials that would have been used. In the only lesson seen, the pupils were planning and designing what their model house might look like. The younger pupils in the class found the drawing of plans and elevations challenging but the work lacks challenge for the oldest pupils. The pupils have designed and made a pizza. They have also designed textile squares by producing at least three possible designs and then choosing the one that they preferred. As with the Tudor house, they have produced a model of an Ancient Greek temple in the previous year linked to their work in history. As part of their research, they investigated the structures, particularly of the pillars, and the materials used. The investigation of simple pneumatics to make model monsters that move builds effectively on the work previously done on structures and mechanical movement.
88. The teaching observed was satisfactory. The pupils mostly make good progress because the work is planned so that topics and skills are re-visited regularly. This is also helping the pupils' learning as there is a common thread in most topics that are linked to the work done in other subjects. The pupils understand the process of designing and have carried out a number of design and make activities. The work produced suggests that the teaching is effective, except for the oldest pupils. The pupils evaluate their work when it has been completed but as they get older there are few opportunities for them to evaluate their work as it progresses and to modify it from their original designs. Some of the designs are not sufficiently detailed to show the pupils' intentions and would be of little use to assist them when making. Overall, however, there are a good variety of activities, which include effective design and make elements. There is a four-year rolling programme of work in the junior class.

GEOGRAPHY AND HISTORY

89. Standards in both subjects for the present 7-year-olds are above national expectations and the pupils are making good progress. Standards for the present 11-year-olds are in line with expectations and the pupils make satisfactory progress. During the inspection one geography lesson and one history lesson were observed. Insufficient time is provided for teaching these subjects, particularly for junior age pupils, and this accounts for the slower progress in the junior class. In history, the pupils do not have sufficient knowledge of how the different periods they study relate to each other. Although each unit of work is well planned in both subjects, the pupils have limited knowledge of the work that they did in previous years.
90. In geography, the reception and infant pupils are finding out about their local area and comparing it to a village in Mexico. The pupils demonstrate good recall of the work they did in the previous lesson. They knew that you would use an aeroplane to get there. One pupil said, "You would fly over the North Atlantic Ocean." Another added, "and over Florida". After a few guesses, another child added the, "Gulf of Mexico". They discussed the food and the use of maize to make tortillas. One pupil told how the maize was made into flour, 'they get a machine and mush the flour and then mix it.' When talking about the different buildings, one described the school and how it was different to their school. They also remembered that the church was the oldest place in both villages. They also understand maps and plans and that these give them a way of recording information about a place. They have drawn plans of the classroom and the school's grounds, as well as a map showing the route taken by Red Riding Hood. They have studied their own village, finding out where it is and what makes it attractive. They have investigated the busy main road and carried out a car survey. They have also studied maps related to their Mexican village topic. In history, they know about some famous people, such as Samuel Pepys, Louis Braille and Florence Nightingale. They retold the story of Elizabeth the first when she was a princess by completing given sentences. They are able to sequence pictures about the Great Fire of London. They are beginning to understand the difference between fact and fiction by using a number of historical and literary events, such as Cinderella and King Alfred.
91. In the junior class, the pupils have just begun a topic on the Tudors and this is the first history work undertaken for a year because of the way topics are organised. The pupils have limited recall of the work carried out in the previous school year. However, one girl confidently retold the story of Pandora that she learnt when studying the Ancient Greeks. In the one history lesson seen, the pupils were finding out about how people explored the world in Tudor times. They listened attentively to the teacher reading an extract from *Ship's Boy* a story about life at sea. They responded accurately to the questions about the story. They show good understanding when discussing pictures of artefacts. The pupils then imagined that they were on a Tudor ship and were writing a letter home, using the information they had listened to and a variety of reference books. All pupils made a reasonable attempt at this. One boy imagined it was St Valentine's Day and wrote partly in verse with a good sense of fun. However, as the pupils had not taken notes during the earlier discussion some pupils had limited information to draw on. Also the interesting vocabulary identified by the teacher was not reinforced to support them when they began their writing. Younger pupils used writing frames to help them. There are few opportunities to develop an understanding of chronological awareness.
92. The previous three terms have been spent on geography topics in the junior class. The pupils had made good use of maps and photographs to aid their understanding of

geographical features and land-use issues. They collect data and use charts and pictorial landscapes to record their findings, such as journeys to school. They identify different types of settlements in different countries, such as India and Nigeria, and their main functions. They have knowledge of a range of physical environments, such as an upland farm and they demonstrate an understanding of how it works. They understand how people affect environments. They have a satisfactory knowledge of weather and climatic conditions in places such as the Far East. They know how climates vary and can compare weather conditions. They use maps to record some weather forecasts and measure aspects of weather, such as rainfall and temperature.

93. In both subjects, the quality of the pupils' recorded work shows good progress in both classes in geography, although there was no recent history work. The quality of teaching is good in Key Stage 1 and satisfactory in Key Stage 2. The teachers have secure subject knowledge and they ensure that the pupils clearly understand what they have to do and what is expected of them. The pupils are keen to talk about their work. In the lessons seen, the tasks set were interesting and appropriate. In history, however, the pupils enjoyed the tasks and worked hard to complete them within the given time. They are beginning to make good use of information and communication technology throughout the school, although this is still developing. The school needs to consider the effectiveness of having two terms on geography and then two terms on history. In addition, the time provided for each subject is less than might be expected.

INFORMATION AND COMMUNICATION TECHNOLOGY

94. The pupils' attainment is at the expected level for pupils aged seven and eleven. Attainment is much better now than it was at the time of the last inspection, mainly because the pupils have benefited from the work of a visiting specialist. He has helped the school to provide an appropriate curriculum, introduced new procedures for assessing the pupils' progress, and made a significant contribution to the teaching. The school is now better resourced than it was so the pupils have better access to computers.
95. By the age of seven, the pupils use the mouse and keyboard controls confidently to activate drop-down menus or to move screen objects such as tools in a paint program. The pupils use these skills to support work in other subjects. In one lesson, for example, the pupils used the paint package to draw pictures of plants they had studied earlier in science work. The pupils know how to use simple word processing programs to make labels and write short sentences. Many of the pupils know how to change the size and colour of the fonts they use. Some of the higher attaining pupils confidently use a wide range of functions including *delete*, *centre*, *insert*, and *tab* when they edit their work. The pupils save and print their own work. They use modelling programs to carry out simple tasks when they explore *Albert's House*. They are familiar with how the computer can be used to control devices when, for example, they input instructions to a wheeled device that control how it navigates obstacles.
96. By the age of eleven, the pupils are confident when using word processing programs. They change font type and size, centre text and change its colour in order to make the work eye-catching and effective. The pupils regularly use CD ROMs and the Internet when they research topics in a wide range of subjects, including history, geography, science and art. They are familiar with e-mail and understand some of the conventions in composing and responding to e-mail messages. They have used e-mail

to establish contact with pupils at other schools in this country and in France. Although the school does not yet have its own website, the pupils have begun to design one that includes clipart, sound clips and animated images. The pupils have a satisfactory understanding of how to use databases and spreadsheets to locate, organise and display information in graphs and tables. The pupils make confident use of graphic programs but are less confident when working on modelling tasks. This is mainly because the school does not yet have sufficient resources with which to teach it. It also lacks sufficient software to teach other aspects such as control technology, digital photography and image scanning. To compensate for this the school arranges an annual visit to an education centre that specialises in information and control technology. This allows the pupils to gain some experience in all strands of the subject.

97. The teaching is good overall. The visiting specialist provides much of the most effective teaching. The main strengths of the teaching lie in the quality of the planning and the use of assessment. The teaching provides a good level of challenge to all of the pupils. Because the specialist teacher has good subject knowledge, he is able to respond effectively to the pupils' questions and difficulties. In a Year 6 lesson on databases, for example, the teacher visited each pupil and asked questions that led each pupil to find his or her own solution to the problems set out in the worksheets. The teaching, therefore, helps the pupils to develop the logical thinking skills they need in order to use databases successfully. The teaching makes good use of well-designed worksheets to guide the pupils' learning. In a lesson on using e-mail, for example, the pupils were able to arrive at a good understanding the uses of e-mail. They challenged the pupils to think about the tasks and required them to make their own reference notes. As a result, the pupils learned quickly and made good progress. The pupils have good attitudes to learning because the teaching is interesting and well matched to their needs. The teaching makes very good use of well-designed assessment records. These give a very clear picture of what the pupils can do and where they need to improve. All of the teachers make effective use of the available resources to support learning in other subjects. In a science lesson, for example, the pupils used a modelling program to help them consolidate what they had learned about the parts of a plant from their practical investigations.

FRENCH

98. The school teaches French to all Key Stage 2 pupils. It aims to develop the pupils' linguistic skills by becoming familiar with the sounds and written forms of French. The pupils are helped to use their knowledge with increased confidence to understand what they hear and read, and to express themselves in speech and writing. The junior class is taught in two groups so that Years 3 and 4 are taught separately from Years 5 and 6. Emphasis is put on speaking and listening skills. It is not possible to judge the standards achieved as no lessons were observed. The pupils, however, say that they enjoy the lessons. Information on the pupils' levels of competency is passed on to the next school.

MUSIC

99. The standards attained are similar to those expected of pupils aged seven and eleven. Some aspects of attainment at Key Stage 2 are above average. The school has improved standards slightly since the last inspection.

100. Key Stage 1 pupils recognise that sounds can be organised to create patterns. They successfully explore how sounds made by voices and instruments may be changed and organised to achieve pleasing effects. An example of this was seen in a lesson in which the pupils use the dynamics and tempo of their music to indicate the different types of weather. The pupils sing a wide range of songs tunefully. They follow and reproduce melody with a good degree of accuracy, and confidently use percussion instruments to accompany their singing with simple rhythmic patterns. The pupils use their voices, percussion instruments and simple wind instruments expressively to create atmosphere or communicate feelings. They make effective use of musical terms when they respond to the music of others, and when discussing their performances and how they could be improved.
101. Key Stage 2 pupils make effective use of invented notation to score their own compositions. They are beginning to include their own methods of indicating beat and dynamics. Most pupils successfully combine musical ideas and organise them to create pleasing compositions, which they perform. The pupils sing well, and pay close attention to melodic structures, harmonies and rhythmic patterns. The pupils have a good knowledge of famous composers; they can name, for example, some of the popular works by Beethoven, Vaughan Williams, Debussy, Mendelssohn, Rimsky-Korsakov, Benjamin Britten and Thomas Tallis. The pupils are able to analyse and compare sounds made on a wide range of percussion and tuned instruments. They demonstrate a satisfactory knowledge and understanding of musical terms when they discuss composition. For example, they make accurate use of *timbre*, *pitch*, *dynamics* when discussing how a piece of music creates its effects. They are beginning to use terms such as *symphony* and *concerto* when describing types of musical composition.
102. The teaching is good overall. There is some very good teaching done at Key Stage 2 by the visiting specialist. The main strengths of the teaching lie in the opportunities provided for the pupils to explore a wide range of musical instruments, and in the infectious enthusiasm of the teachers. As a result, the pupils show a strong interest in what they do and are prepared to persevere with their music making in order to improve their performance. In the lessons taught by the music specialist, the pupils are constantly challenged to listen carefully and to extend their range of skills. Because she has a very good knowledge of the subject and is able to communicate it effectively, the pupils make rapid progress. In a lesson for pupils in Years 5 and 6, for example, the pupils made good progress in learning a new song in which they extended their knowledge of dynamics and tempo and refined their skill at using them in performance. Another strength of the specialist teaching is the range of learning opportunities provided. In one of the lessons, the pupils were actively engaged in listening and appraising activities, performing songs, composing pieces and playing musical instruments. The pace of these lessons is brisk and the work interesting and challenging. The pupils learn quickly and understand what they have to do in order to further improve their work because the teaching not only challenges them but also supports them. There are no significant weaknesses in the teaching.
103. The school runs a number of music clubs for pupils who wish to learn to play the violin or the recorder. The clubs are well run and well attended. The pupils who participate make significant gains in musical knowledge. They are encouraged to use their new skills when they accompany singing in assemblies. The provision for music inside and outside normal lesson time makes a significant contribution to the pupils' personal, social and cultural development.

PHYSICAL EDUCATION

104. The pupils achieve satisfactorily throughout the school in those aspects of physical education seen during the inspection. In the lessons observed, the standards achieved were in line with those expected for the pupils' ages in games and athletics. There is a swimming programme and the majority of pupils at age 11 can swim to at least the expected standard for their age in line with the requirements set out in the National Curriculum. Outdoor activities are included in the annual residential activity trip.
105. In the one Key Stage 1 lesson observed, the pupils developed their skills in sending and passing a ball. They worked well together in their groups. They used a large ball and their hands to send it as far as possible. They repeated this activity with a partner and then explored ways of sending the ball using their feet with the partner stopping it. They gained in confidence and control. They also found ways of sending the ball using a bat.
106. In the one Key Stage 2 lesson observed, the pupils developed their performance in a range of athletic activities. The pupils took part in the 55 metre sprint, hurdles and throwing a cricket or rounders ball. The pupils enjoyed the activities and worked hard to improve their performance. Most listened well to the teacher and worked hard at using the techniques taught. They were aware of the need for safety in carrying out the activities, for instance, when throwing and collecting the bean bag being used but a few pupils found it difficult to keep to the rules.
107. The quality of teaching is satisfactory. The teachers have secure subject knowledge, plan thoroughly and expect the pupils to perform to their best. The teachers provide the pupils with good opportunities to explore and develop their own skills. All lessons begin with an effective warm-up session. The pupils understand the need for this and they take part enthusiastically. The pupils have opportunities to explore their own ideas. The teaching aims to raise the pupils' standards of performance and the pupils are challenged to improve. There is a games club held after school during the summer term, which is run by parents.

RELIGIOUS EDUCATION

108. The pupils attain the standards expected of seven and eleven year olds. A significant proportion of the pupils at Key Stage 1 attains above the expected standard because the teaching is good, and the work is interesting and challenging. The school has maintained standards since the last inspection.
109. By the end of Key Stage 1, the pupils are familiar with some of stories from the Old Testament, such as *The Creation* and *Noah's Ark*. They know the main events in the life of Jesus and understand that he did much of his teaching through stories. The pupils confidently talk and draw pictures about religious festivals from different faiths and what they have in common. They know that Christians and Jews give thanks to God when they celebrate *Harvest* and *Sukkot* respectively. They know about festivals of light, such as *Christmas*, *Hanukah* and *Diwali*. Many of the higher attaining pupils develop a good understanding of the importance of symbols in religious festivals. The pupils explore the idea of 'belonging' in relation to family and school life and use their everyday experience to understand that people belong to different faiths. They are aware some of the most important ways in which people from Christianity and other world faiths express their sense of belonging. For example, the children know about the different welcoming ceremonies for newborn children. They understand that Christianity is one of a number of world faiths and that religious people hold many values and ideas in common. They know, for example that they all speak to God through prayer and that many pray together in special

buildings set aside for prayer; that Christians worship in churches, Jews, in synagogues, Hindus and Sikhs, in temples, and followers of Islam, in mosques.

110. By the end of Key Stage 2, the pupils talk confidently about the life and work of Jesus. They know how the disciples and others helped Jesus in his ministry. For example, the pupils confidently know the important role Peter played before and after the Crucifixion. They know that Mary, Jesus' mother, plays a significant role in the belief and worship of many Christians. They recount the important events in the life of St. Paul and how, as Saul, he was converted on the road to Damascus. Through their study of Islam and Christianity, the pupils learn that objects used in worship have special significance. In relation to Christianity, for example, the pupils know the connection between the events in the life of Christ and the institution of the Eucharist. They understand the significance of the breaking of bread and the drinking of wine. They are aware, too, of the symbolic meaning of the vestments worn by priests when celebrating communion. The pupils know that the most world faiths have holy books in which the essential messages of each one are written down. For example, they know that the Qu'ran is holy to followers of Islam and the Bible, holy to Christians and Jews. They know the special significance the New Testament has for Christians. Most of the pupils are beginning to understand the main beliefs of Christians and adherents of other world faiths. They know that prayer and religious festivals are important in all of them. By the age of eleven, the pupils have a secure knowledge and understanding of how symbols are used to signify important aspects of people's religious beliefs.
111. The quality of the teaching is satisfactory overall and some of it is good. As a result, most of the pupils make satisfactory or better progress and many achieve well. The main strength of the teaching is the use it makes of the pupils' everyday experience in leading them to a better understanding of difficult religious ideas. For example, in a Key Stage 2 lesson, in which the pupils explored religious meaning and the place of symbols, the teaching successfully drew upon accounts of important events in the pupils' lives and explored how objects associated with those events often come to hold special meanings. This led the pupils to a clear understanding of how items used in religious ceremonies have symbolic significance. Another strength lies in the success the teachers have in helping the pupils to understand what it is that adherents of different faiths have in common, as well as what makes them distinctive. As a result, the pupils hold informed views about other faiths and show a high degree of respect for the feelings, values and beliefs of others. In the work done at Key Stage 1, for example, the pupils talk confidently about Christian baptism; of how Islamic and Hindu parents whisper prayers in to the ears of their babies soon after birth. They know, too, that part of the welcoming traditional among Sikhs is the choice of name determined by a letter taken at random from their Holy Scriptures. A common feature of the teaching in all lessons is the teachers' ability to catch the imagination and interest of the pupils so that they all become involved in the class work and able to contribute to it. A particular strength of the teaching at Key Stage 1 is the use of a challenging vocabulary. The pupils, therefore, are soon able to talk effectively about religious ideas, objects and places. For example, in a lesson on Islam, the pupils were taught to use an impressive range of words to describe the different aspects of a typical mosque. By the end of the lesson, the pupils were able to describe accurately what they could expect to see if they were to visit a mosque. There are no significant weaknesses in the teaching.
112. The links the school has with the local church make an important contribution to the pupils' understanding of worship and religious ideas. The school arranges visits to other places of religious importance. A visit to Walsingham, for example, helped the

pupils to understand the importance of pilgrimage in the life of religious people, and the role played by ritual and symbolism in worship.