

INSPECTION REPORT

**BLAKENEY CHURCH OF ENGLAND VOLUNTARY
AIDED PRIMARY SCHOOL**

Blakeney

LEA area: Norfolk

Unique reference number: 121108

Headteacher: Mr. P. Clough

Reporting inspector: Mr. R. Passant
2728

Dates of inspection: 14.02.00-18.02.00

Inspection number: 196997

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Wiveton Road Blakeney Holt Norfolk
Postcode:	NR25 7NJ
Telephone number:	01263 740531
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. A. Faulkner
Date of previous inspection:	11 th –13 th February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr. R. Passant	Registered inspector	Mathematics, science, information and communication technology, art, music, physical education. Special educational needs and under - fives	Standards, Pupils' attitudes and values; Teaching and learning; Other aspects of the school; How well the school is led and managed,
Mr. R. Ibbitson	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents
Mr. A. Houas	Team inspector	English, design and technology, history, geography. Equal opportunities.	How good are the curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Blakeney Church of England Voluntary Aided Primary School is a small rural school on the northern coast of Norfolk. There are 59 pupils on roll and the school is much smaller than average. Attainment on entry to the school and the percentage of pupils with special educational needs and with statements is broadly average. All pupils are UK heritage and no pupil has English as an additional language.

HOW GOOD THE SCHOOL IS

Blakeney is in many ways a very effective school. It has shown significant improvement since the last inspection. Good, often very good teaching motivates pupils. Planning is detailed, of very good quality and specifically designed to meet the challenge of mixed age classes. Work is stimulating and pupils make good progress. Standards in English, mathematics and science are in line with national expectations at the age of eleven and there is evidence that some younger pupils are developing above average levels of attainment. Standards have shown a significant improvement since the last inspection. Provision for pupils' personal development is very good. All members of staff share a commitment to school improvement. The school is led well. The governing body is effective. Overall the school provides good value for money.

What the school does well

- The quality of teaching is good, often very good. It is a strength of the school and ensures that pupils make good progress. Planning is detailed and effectively ensures that pupils in mixed age classes are challenged and stimulated appropriately.
- There is close-knit teamwork amongst adults in the school, a shared commitment to the pupils, who are known well and valued, and to school improvement.
- There is a positive ethos which enables pupils to thrive. The school has a warm, caring and friendly atmosphere.
- Standards reflect the abilities of individual pupils. Overall pupils attain at least in line with national expectations in all subjects. Standards in mental mathematics and information and communication technology are above national expectations. In music they are well above average.
- There is a strong partnership with parents. The school is valued by the community and enriched by the community's contribution.
- The school is led well by the headteacher. The governing body is effective.

What could be improved

- Using analysis of pupils' performance to identify targets for improvement for the whole school and for individual pupils and involving pupils in evaluating their own learning to an even greater extent.
- Ensuring criteria for determining priorities in the school development plan are linked more closely to their potential impact on standards.
- Continuing to use all available information to measure pupil improvement and continuing to view with a critical eye the value the school is adding to pupils' attainment.
- Developing standards of presentation and providing more planned opportunities for older pupils to develop formal oral presentations.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made significant improvements since the last inspection. The previous report criticised aspects of the curriculum. These have been addressed. Planning for the curriculum is detailed and of very good quality. The curriculum now offers appropriate challenges throughout the school. Support for pupils with special educational needs, as well as higher attaining pupils, both of which were criticised in the previous report, is now good. The quality of teaching has shown significant improvement. The management and leadership of the school is now good and the governing body effective.

STANDARDS

Because of the very small numbers, the National Curriculum test results are liable to considerable year-to-year percentage variation reflecting the attainment of individual pupils. These variations mean that care is necessary in the interpretation of any change in the school's National Curriculum results from one year to the next.

In the 1999 the National Curriculum tests at Key Stage 1 almost all of the eight pupils achieved level 2 in writing. Standards in reading were high. All the pupils achieved the nationally expected standard in mathematics. When the performances are compared over a four-year period, the indications are that the performance is above the national average in reading and mathematics and close to the national average in writing.

In the Key Stage 2 national tests of the eight pupils entered, half achieved level 4 in mathematics and English and almost all achieved this level in science. When the performances are compared over a similar four-year period the indications are that pupils achieved well below the national average. This average reflects the standards reported on in the previous inspection where standards were below average in science and English and information and communication technology.

Pupils under-five make good progress and are likely to achieve well above the 'Desirable Learning Outcomes', the targets for five year olds. They are prepared very well for the early stages of the National Curriculum

The standards of work seen of the current pupils show that the majority of pupils achieve the standards expected for their age group in all subjects. Work is challenging in mathematics and English and the work of some younger pupils is above expectations for their age. Standards in information and communication technology are good. Standards in music are very good. Pupils make good progress across the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They listen well, are keen and interested in their work and want to do well.
Behaviour, in and out of classrooms	Behaviour throughout the school is very good.
Personal development and relationships	Pupils' relationships with each other are very good. Older pupils are protective towards younger ones.
Attendance	Satisfactory.

The school is a friendly community. There is a purposeful ethos in which pupils' sense of self-esteem and confidence is fostered and developed. All adults know and value the pupils.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	good

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

The quality of teaching is good across the school. Often teaching is very good. It is never less than satisfactory. The percentage of lessons that were satisfactory or better was 100 percent and the percentage of lessons that were very good or better was 45 percent. English and mathematics are taught well throughout the school. The numeracy and literacy strategy have been implemented well and challenging teaching is raising standards. The quality of teaching is a strength of the school and it is the most significant factor in developing pupils good attitudes to school and the good progress they make.

There is very effective teamwork with classroom assistants. Pupils with special educational needs are supported well across the school and higher attaining pupils are identified and challenged appropriately.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is good. It provides appropriate challenge throughout the school. This is a significant improvement on the last inspection.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The social, moral, spiritual and cultural development is very good overall. Pupils have a very good understanding of right and wrong. They are inclusive and welcoming towards pupils and visitors to the school. They are developing an understanding of, and respect for, the diverse nature of society and our world through, for example their work on India. Self-esteem is fostered and there are opportunities for reflection.
How well the school cares for its pupils	Blakeney takes good care of its pupils. The small size of the school, its sense of community and a caring staff ensures that any academic or personal difficulties a child might have will not go unnoticed.

The very good relationships with parents mentioned in the last inspection report have been continued and the effectiveness of these relationships on children's learning is a strength of the school.

Planning is detailed and very good and addresses the challenge of mixed age classes.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	A key feature of the school is the very strong sense of teamwork and the shared commitment to continue to improve amongst the staff. The school is well managed and led.
How well the governors fulfil their responsibilities	The governing body meets its responsibilities. It is effective.
The school's evaluation of its performance	A reflective questioning culture is developing amongst the staff. The governing body needs to be engaged to an even greater extent with holding the school to account for its standards.
The strategic use of resources	A finance group consisting of governors carefully controls budgets and expenditure is planned very carefully to meet educational priorities.

In financial terms the governing body applies 'best value for money' criteria to any expenditure. A particular difficulty for the governing body is that indicators of the school's level of performance, such as the National Curriculum tests, are less helpful in a small school given the small sizes of the cohort. The work done by the headteacher on the tracking of pupil progress and developing and using other comparative data on the 'value' that the school is adding to pupils attainment is essential if the governing body is going to be in a position to challenge the school appropriately and hold it to account for the standards it achieves. It is this challenge aspect of best value, relating to standards that need to be developed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects their child to work hard • Their child is making good progress • The teaching is good. • The school is well led. 	<ul style="list-style-type: none"> • The range of after school activities • Homework • The level of information about how their child is getting on.

The inspection team fully support parents' very positive views of the school. Given the size of the school and the demands on the teaching staff the inspection team feels that the range of extra curricular activities is inevitably restricted. Homework is set regularly although the school may wish to restate its homework policy, particularly with regard to the oldest pupils. Parents at the parents' meeting commented on how approachable the school was if you had a query about your child's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Because of the very small numbers, the National Curriculum test results are liable to considerable year-to-year percentage variation reflecting the attainment of individual pupils. These variations mean that care is necessary in the interpretation of any change in the school's National Curriculum results from one year to the next.
2. In the 1999 national tests at Key Stage 1 almost all of the eight pupils achieved level 2 in writing. Standards in reading were high. All the pupils achieved the nationally expected standard in mathematics. When the performances are compared over a four-year period, the indications are that the performance is above the national average in reading and mathematics and close to the national average in writing.
3. In the Key Stage 2 national tests, of the eight pupils entered half achieved level 4 in mathematics and English and almost all achieved this level in science. When the performances are compared over a similar four-year period the indications are that pupils achieved well below the national average. This average reflects the standards reported on in the previous inspection where standards were below average in science and English and information and communication technology.
4. The school sets itself targets for the percentage of pupils achieving level 4 and above in the national tests at the age of eleven. These targets are based on detailed knowledge of the individual pupils. Because of the size of the cohort taking the tests the school does not publish these figures.
5. The standards of work seen of the current pupils show that the majority of pupils achieve the standards expected for their age group in all subjects. Members of staff are very aware of each pupil's strengths and work is planned carefully to allow opportunities for them to succeed. Pupils with special educational needs make good progress against their targets. Higher attaining pupils are identified and work is appropriately challenging.
6. Pupils under-five make good progress and are likely to achieve well above the 'Desirable Learning Outcomes', the targets for five year olds. They are prepared very well for the early stages of the National Curriculum.
7. Standards in English, mathematics and science at the end of Key Stage 1 and Key Stage 2 are satisfactory, in line with the expectations for pupils of that age. There are clear indications that current challenging work in mathematics and literacy throughout the school is leading to improvement and the likelihood that individual pupils will achieve beyond this standard in future years. The development of literacy skills is well supported in other subjects. Pupils have a good grasp of technical language. Standards in mental mathematics are above average. The way older pupils present their work could be improved. Pupils are confident to express their ideas informally but they are less confident if asked to give a more formal oral presentation.
8. Standards in information and communication technology are at least good, and improving, throughout the school. Some of the information and communication technology work is impressive. Standards in design and technology in Key Stage 1 are satisfactory and Key Stage 2 is good. Work in history and geography and art is sound across the school. It was not possible to see a full range of work in physical education and so it is not possible to judge standards fairly. Standards in swimming are good.

Standards in music are very good and the subject makes a significant contribution to the school.

9. The previous report noted that standards in English, science and information and communication technology were below national expectations. There has been significant improvement in standards, particularly in English, science, mathematics and information and communication technology. As a result much of the work in these and other subjects now has a rigour. Investigative work in mathematics and science, previously criticised, is now integrated well into the work. The previous report was also critical of the provision for pupils with special educational needs and for higher attaining pupils. There have been significant developments in these aspects through careful planning and effective use of assessment.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to school are very good. They listen well, are keen and interested in their work and want to do well. In lessons, their attitudes are seldom less than good and often very good. They are evidently motivated by the consistent high quality teaching and the varied, stimulating and challenging experiences within the curriculum.
11. The school is a friendly community. All adults working within it know the pupils well and are very committed to their care. Pupils sense this commitment and there is, as a result, a high degree of mutual respect and a purposeful ethos where pupils' sense of self-esteem and confidence is fostered and developed. It is also a controlled atmosphere, which though clearly punctuated by noise and enthusiasm of pupils at work, has at its focus learning; this settles individual pupils who may have found integrating into a classroom difficult in other schools. It is a climate in which pupils are not frightened that their answer will be 'wrong' and indeed an incorrect answer is often used as a teaching point. In a mathematics lesson, for example, the teacher said, 'We have a range of answers, let's look at them more closely...'. Pupils, even very young ones, stay on task and are focussed on the activity, even very young pupils. If, as in one long science lesson after a wet lunchtime, the pace of work dropped, teachers are skilled at intervening and adding a fresh element to the challenge to re-motivate the pupils.
12. Pupils' relationships with each other are very good. As parents and the previous report pointed out older pupils are protective towards younger ones. They are welcoming and inclusive and sensitive to others feelings. Within the small community the infrequent tensions are picked up rapidly by the teachers and quickly resolved. The school takes the possibility of bullying or oppressive behaviour seriously and pupils are confident that if there were a problem it would be picked up and dealt with effectively. Pupils work well in pairs and small groups, often independently whilst the teacher works with other pupils.
13. Behaviour throughout the school is very good. Pupils do have opportunities to take responsibility. Often it is informal, but it is linked to high expectations. Key Stage 1 pupils effectively transformed and tidied their room from the organised chaos of an activities afternoon. Two Year 4 pupils took on the responsibility of 'testing' whether it was possible for the programmable robot to negotiate the maze on behalf of the teacher and class. The oldest pupils are encouraged to show initiative and contribute to the school community. Throughout the school there is an encouragement to gain a wider perspective of the world, which ensures a growing maturity and sense of responsibility for themselves and others.

14. Parents and other adults describe the school as having a 'family' atmosphere. Clearly many of the elements described help build that. Because of its intimacy however, and the intensity of relationships which can result from this, some pupils find the changes of teacher which occurs in Key Stage 2 more difficult. Parents at the meeting commented on this and whilst work is planned well to ensure a smooth changeover, the dynamic in the classrooms does change and a few pupils find the change of teacher difficult to cope with. The school has since taken steps to address this.

HOW WELL ARE PUPILS TAUGHT?

15. Overall, teaching is good across the school. It is very often better than this. It is never less than satisfactory. The consistent high quality teaching is a strength of the school. It is the most significant factor in developing pupils' good attitudes to learning and the good progress they make. There has been a very significant improvement in the quality of teaching since the last report.
16. Teaching in Key Stage 1 is good overall and often very good. Expectations are high, demanding and planning is detailed and meticulous. There are clear and precise objectives relating to the groups so that work is matched well. Key vocabulary is identified. With one group, for example the aim was to 'use everyday language to describe a position' with another it was to use the words 'between, in the middle, above, below.' Classroom management skills are impressive. Often there are four groups undertaking very different work with two classroom assistants. There is a strong sense of teamwork with the classroom assistants and they work within and contribute to the overall planning framework well. They have considerable expertise; they show initiative, using their skills to interpret the planning effectively. They take significant responsibility for groups of pupils and the very youngest children. They are very effective in questioning and in providing the appropriate challenge so that all pupils work with concentration, are keen and interested and acquire knowledge, skills and understanding at a good rate. Reading is taught effectively and well. In one lesson, for example pupils were looking at a story with a predictable pattern and focussing on 'th' and the function of 'I' as the first person. Numeracy too is taught well.
17. Pupils with special educational needs are supported well and higher attaining pupils are identified and challenged appropriately. Work is marked effectively and includes comments for the teacher in the books as a prompt for future work. 'J is ok to the hour but sometimes gets the hands muddled on an analogue clock.' A group writing instructions who were just showing signs of flagging were told by the teacher that she would be collecting the work in to check whether they understood as a way of urging the group on. The teacher is clearly skilled at involving members of the community who make significant contributions to the learning which is taking place.
18. The quality of teaching in Key Stage 2 is good overall and often very good. Occasionally it is excellent. Teachers have good subject knowledge and planning is detailed with clear objectives. Teachers often bring to the work an enthusiasm which is infectious and motivating and pupils want to respond. Work is matched well to the abilities of the class and the teachers are effective, in the main, at directing their focus to groups of pupils rather than reacting to individuals thus ensuring they make the best use of their time. Classroom management skills are very good and ensure a good pace of working so that pupils make good progress. Throughout the key stage, basic language and number skills are taught well. Additional literacy work in Key Stage 2 is planned with the parent who teaches particular pupils, for example looking at spelling patterns and phonic work. Higher attaining pupils too, are challenged effectively.

19. Explanations are clear, tasks are set up well and plenary sessions to review the work are effective. Teachers are skilled at questioning to test knowledge and understanding although sometimes there is an imbalance between open and closed questions so that pupils do not always have opportunities to give an extended response. Teachers use technical language effectively and are good at helping pupils make connections, not only from the present lesson to the previous one but also across subjects so that, for example, the work on co-ordinates in mathematics links to map work in geography. They effectively teach skills. For example there are good standards in information and communication technology not just because teachers are confident in their own information and communication technology skills and pupils have the opportunity to use the computers for a variety of functions but also because the pupils are taught specific skills such as how to turn the words of a title 'The Planet Earth' into a circle.
20. Throughout the school all adults working in classrooms model courtesy and respect for the pupils and each other. They listen to what pupils have to say attentively, fostering their confidence and evidently enjoy working with them.

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

21. The quality and range of learning opportunities in the school are good. There has been a very significant improvement in this aspect of the school since the previous inspection. The school offers a broad and balanced curriculum and meets statutory requirements. Unlike the curriculum at the time of the previous inspection it now offers appropriate challenge throughout the school. Higher attaining pupils are identified and challenged and pupils with special educational needs, through a good provision and a shared clarity of their targets are supported well.
22. The curriculum for under-fives is based on the 'Desirable Learning Outcomes'. The good progress the children make prepares them very well for the early stages of the National Curriculum.
23. The most significant improvement has been in the development of long and medium-term planning. This is very detailed and of very good quality and is specifically designed to meet the challenge of mixed age classes. The planning ensures that skills, knowledge and concepts are taught as far as possible in a progressive manner and that pupils do not repeat the same areas of study. The work planned is stimulating. The literacy and numeracy national initiatives have been developed very successfully, ensuring that basic skills are being developed well. Information and communication technology skills are also taught well and pupils are able to develop their expertise across a range of different systems and software and in a variety of contexts. The school is beginning to use the Internet well and this is helping to develop a sense of the wider world. The community makes a rich contribution to the work of the school. The school too makes effective use of resources within the community to extend the pupils' experiences.
24. The provision for pupils' personal development, particularly the social, moral, spiritual and cultural development, is very good overall. This represents a significant improvement since the previous inspection. A major factor in this is that all pupils are known well by the adults in the school who are very sensitive to and responsive towards pupils' needs. Pupils have a very good understanding of right and wrong and are inclusive towards pupils and visitors to the school. They take responsibility for themselves and other members of the school community and are developing an understanding of, and respect for, the diverse nature of society and our world through, for example, their work in geography. Music is a strength of the school and the arts generally are valued. The supportive atmosphere in the school fosters pupils' sense of

self-esteem and there are opportunities to reflect on and compare their lives with those of others. There are also moments, such as sharing the intricate almost three-dimensional geometric shape produced by the software package, or participating in the singing in assembly, when the pupils experience a sense of genuine wonder. Sex education and drugs education is integrated into the national curriculum and time is set aside to discuss issues relating to personal and social education.

25. Inevitably the range of extra-curricular activities, given the number of staff and the size of the school is restricted. There are sporting opportunities; the school has effective links with a local football club. All pupils and many parents are also particularly proud of the musical opportunities, including the hand-bell ringing. The school is a member of a cluster group of small schools, which provide staff with opportunities for professional development. There are good links with the high school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

26. Blakeney is a school that takes very good care of its pupils. The small size of the school, its sense of community and a caring staff ensures that any academic or personal difficulties a child might have will not go unnoticed.

27. The overall monitoring of pupils' academic and personal development is good. A pupil profile containing a record of work for each child is maintained through which a child's progress since entering the school can be seen. More detailed target setting would improve the profile. In keeping with the school's behaviour policy the behaviour of children is carefully monitored and the system of rewards for good conduct works well. A system of graded sanctions can be followed in cases of inappropriate behaviour but the emphasis is on rewarding good behaviour.

28. The educational and personal support and guidance given to pupils is very good. Replies to the parents' questionnaire showed that parents feel that teaching is good and that the school helps their children to become mature and responsible. Children experiencing difficulties with their work feel able to discuss their concerns openly with class teachers, knowing that they will be helped.

29. The care taken to avoid oppressive behaviour is very good. Should any inappropriate behaviour take place it is dealt with rapidly and firmly and in cases of behaviour of a serious nature, such as bullying, parents are readily consulted. Two children who had experienced oppressive behaviour reported that the matter had been resolved quickly and amicably and that their parents had been involved in the process. Both these children felt that they could talk freely to their class teachers about such matters and were confident that they would be listened to and supported.

30. Procedures for child protection are very good. The headteacher has received training in child protection and is the named person for dealing with these matters. All adults at the school are alert to signs of possible abuse. Should circumstances change and a child need support the system is well in place to provide it.

31. There are good procedures for monitoring and improving attendance. Registers are correctly marked at the beginning of each session and attendance rates are checked daily. The class teacher quickly follows up any unexplained absences.

32. A designated governor is responsible for health and safety matters and the school has a health and safety policy. Risk assessments are done and all precautions, such as fire drills, are regularly carried out. The governing body receives reports on all health and safety checks and remedial action is taken where necessary. Governors are mindful of

their responsibility to provide a safe and secure environment for staff and pupils and appropriate measures are taken to ensure this.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33. The very good relationships with parents mentioned in the last inspection report have been maintained and the good effect of these relationships on children's learning is a strength of the school.
34. The great majority of those parents who replied to the parents' questionnaire felt comfortable about approaching the school with any problems they might have, for instance over their child's progress. The school operate an open door policy, encouraging parents to make contact if they have concerns.
35. Many adults from the community contribute to children's learning by helping in the classrooms in such activities as listening to children read, assisting in subjects like art or technology or by accompanying pupils on school visits. The school is also fortunate to have grandparents and other members of the community assisting in the classrooms and these links are particularly useful in helping children to see the school as a valuable part of the community. The school's support for children's charities enables pupils to develop socially through recognising the needs of others and also allows them the opportunity of helping others less fortunate than themselves.
36. There is an active and effective parents association that raises funds for the school and has contributed to the cost of such items as an overhead projector and a portable cooker. The association also paid for the children to visit a music festival.
37. The quality of information provided for parents is very good. There is a parents' evening at least once a term for them to discuss their children's education with class teachers and there is an open day once a year where they and other members of the community may see children working in the school. In addition the school organises special events such as the numeracy afternoon where parents can learn more about what their children are doing in maths. The headteacher ensures that parents have information on future topics to be studied so that they can help children to prepare at home.
38. There is a home/school agreement in place, which defines the responsibilities of parents and the school, and helps parents to see the areas in which they can help their children, for example by ensuring that their children attend school regularly and punctually. Parents of children in Key Stage 1 can see their child's progress by means of a reading diary while pupils in Key Stage 2 have a homework book that shows the work they are doing. Reports on pupils sent to parents annually meet statutory requirements and give a satisfactory summary of pupil development and progress over the year. There is an opportunity at a parents' evening to discuss the report with the class teacher.
39. Parents also receive an annual report on the school from the governing body and the school prospectus is available. Parents also receive regular and informative newsletters on school events and copies of the newsletter are pinned on the parents' notice board in the school entrance. Minutes of the governing body are also on the notice board for parents to read.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. A key feature of the school is the very strong sense of teamwork and the shared commitment to continue to improve. Given this commitment by the staff, headteacher and the governing body and the skills, which they collectively bring, the capacity for further improvement is also very good. Observation of a staff meeting indicates that a reflective questioning culture is developing. The points raised in the earlier section 'What the school should do to improve' are largely to do with this process.
41. The role of a teaching head is demanding and the governing body have recognised this by providing additional release time. The school is managed and led well. The headteacher's key priorities, those of achieving stability and confidence and planning the curriculum in detail to support and enhance teaching quality have been achieved very effectively. The curriculum and teaching are challenging and provide an effective basis on which to consider the standards that pupils achieve in order to raise them. Parents spoke warmly about the significant improvements that have taken place in the school. All members of staff, including the administrative assistant have management responsibilities and carry them out very effectively. The school's ethos very effectively reflects its aims and values.
42. The school management plan sets out the priorities for development. Currently it is not clearly rooted in raising standards so that the success criteria, for example, are linked directly to improvements in pupils' performance and arise from evaluation of aspects of school performance. An important aspect of the plan, currently lacking, is to determine how change is to be managed, particularly important when the pool of energy to implement the change is small.
43. The governing body is effective. It brings considerable professional and personal expertise to support the school. There are very good working relations with the school staff. They are very supportive and acknowledge that they have developed in their role considerably in recent years. They are participating in training, particularly in school self-evaluation programmes. A particular difficulty for the governing body is that indicators of the school's level of performance, such as the National Curriculum tests, are less helpful in a small school given the small sizes of the cohort. The work done by the headteacher on the tracking of pupil progress and developing and using other comparative data on the 'value' that the school is adding to pupils attainment is essential if the governing body is going to be in a position to challenge the school appropriately and hold it to account for the standards it achieves.
44. The school's procedures for financial and other administration are very good. A finance group consisting of governors carefully controls budgets. Expenditure is planned to meet educational priorities. The accommodation is satisfactory overall, although the classroom for the oldest pupils, formerly the library, is cramped making effective group work more difficult. A larger space has been created which is used effectively for many activities, although it remains small for physical education activities. Currently the under-fives do not have access to their own play/activity area. There is no private space in the school, other than the staff room, for a sick child or indeed a parent who wishes to discuss a confidential matter.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To help the school build on the very significant improvements that have taken place since the last inspection, the headteacher and the governing body should ensure that:

1.

- priorities in the school development plan are directly linked to their potential for impact on raising standards;
- these priorities are determined from clear evaluation of the standards pupils achieve;
- all available information is used to measure and evaluate areas of strength and weakness in the school's performance in order that a reflective critical culture is developed and maintained and priorities clearly established;

and

2.

- the headteacher and members of staff should:
- build on the school system of target setting so that older pupils in particular are clear on what they have to do to improve their work;
- improve standards of written and graphic presentation and provide more opportunities for older pupils to give more formal oral presentations.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	41	37	19			

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)		59
Number of full-time pupils eligible for free school meals		8

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		6

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%
School data	6
National comparative data	6.2

Unauthorised absence	%
School data	0.8
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	4	4	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	3	4
	Girls	4	4	4
	Total	7	7	8
Percentage of pupils at NC level 2 or above	School	88 [71]	88 [57]	100[87]
	National	82 [80]	83 [81]	87 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	4	4
	Girls	4	4	4
	Total	7	7	8
Percentage of pupils at NC level 2 or above	School	88 [71]	100 [57]	100 [86]
	National	82 [81]	86 [85]	87 [86]

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	3	8

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	4
	Girls	2	2	3
	Total	4	4	7
Percentage of pupils at NC level 4 or above	School	50 [72]	50 [43]	88 [57]
	National	70 [65]	69 [59]	78 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	3	3
	Girls	3	3	2
	Total	5	6	5
Percentage of pupils at NC level 4 or above	School	63 [57]	75 [57]	63 [85]
	National	68 [65]	69 [65]	75 [72]

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	49
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	19.7
Average class size	16.7

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	45

Exclusions in the last school year

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

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

Financial information

Financial year	1998
	£
Total income	111880
Total expenditure	118210
Expenditure per pupil	2231
Balance brought forward from previous year	16900
Balance carried forward to next year	16860

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	41
Number of questionnaires returned	35

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54.0	31.0	11.0	0	3.0
My child is making good progress in school.	40.0	60.0	0	0	0
Behaviour in the school is good.	31.0	69.0	0	0	0
My child gets the right amount of work to do at home.	35.0	35.0	24.0	6.0	0
The teaching is good.	69.0	31.0	0	0	0
I am kept well informed about how my child is getting on.	37.0	34.0	29.0	0	0
I would feel comfortable about approaching the school with questions or a problem.	54.0	37.0	9.0	0	0
The school expects my child to work hard and achieve his or her best.	53.0	44.0	3.0	0	0
The school works closely with parents.	45.0	36.0	15.0	0	3.0
The school is well led and managed.	49.0	43.0	3.0	0	6.0
The school is helping my child become mature and responsible.	57.0	40.0	3.0	0	0
The school provides an interesting range of activities outside lessons.	21.0	35.0	26.0	12.0	6.0

Other issues raised by parents

Parents at the parents' meeting (12 present) were very supportive of the school and felt that it had improved out of all recognition. They thought the school was very approachable if you had a query about your child's progress, that things did not go unnoticed, and children and members of staff were all very supportive. Behaviour in the school was very good. They felt that one disadvantage of a small school was the lack of sporting and other activities but noted the good links with the local football squad. They felt that the amount of homework particularly for Year 6 did not prepare their children for High School.

The inspection team fully support parents' very positive views of the school. Given the size of the school and the demands on the teaching staff the inspection team feels that the range of extra curricular activities is inevitably restricted. Homework is set regularly although the school may wish to restate its homework policy, particularly with regard to the oldest pupils.

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

45. There are six pupils under five in the Key Stage 1 class. Children's attainment on entry is average and by the age of five children are likely to attain well above the Desirable Outcomes, the targets for five year olds, in all aspects. They are being prepared very well for the early stages of the National Curriculum. Children make good progress because of very detailed planning, very good teaching and impressive management of the classroom. The class teacher is responsible for the overall management and planning of the curriculum and an experienced learning support assistant undertakes much of the direct teaching of this small group. The teamwork in the classroom is excellent and is a direct result of the meticulous planning which also results in a calm, productive ethos. Learning support assistants are very skilled and provide effective support to all the pupils for whom they take responsibility. The quality of teaching to the under-fives by the particular learning support assistant is good.
46. Progress in personal development is very good. Children are confident; relationships between them are very good. They play well together, take turns and help each other. For example, one child dropped some crayons and another helped to pick them up. Children are able to work in pairs and groups and show good independent skills. Above all they are very keen and eager to explore new learning.
47. In mathematics children make good progress. They are familiar with number rhymes such as 'Four in a Bed'. They use and are familiar with simple mathematical language such as 'over' 'under' and 'between', count, in some cases in twos, and are developing the skill of estimating the number of, for example, teddies in a jar. They recognise numbers beyond ten and can write them down. They recognise patterns and can respond to directions such as 'take five away'.
48. In language and literacy children make good progress. They listen to each other well, talking for example, about a child's forthcoming party. They take part in role play in the dolls' hospital. They listen to stories such as 'Rumpelstiltskin' and take part in the refrain 'let down your hair'. They know the alphabet by shape and sound, handle books with care and respond to questions about a story. Progress in the early stages of reading is good.
49. Physical development is good. Children move confidently, for example, in dance and use a range of tools with increasing control. They use construction materials such as multi-link well. There is no outdoor play facility specifically for the under-fives, which is a restriction. Children's knowledge and understanding of the environment, other people and features of the natural and manufactured world is very good. This is clearly evidenced in the historical work in the classroom about, for example, Florence Nightingale, the maps, and 'when Dad was young' display. Children grow cress in the classroom, eventually to be used in their sandwiches. Children make good use of information and communication technology, for example using an art software package. Creative development is good. Children are encouraged to use their imagination and observe. Through their artwork and music they explore sound colour and texture. Opportunities for them to express their ideas and feelings are good.
50. Classroom organisation is very impressive. The teacher has a very calm manner and her expectations of all the children, including the under-fives are very high. Teacher planning is precise and helpful; learning support assistants have a clear understanding of the work to be tackled. They in turn take responsibility and work very effectively with the

children. Other adults are integrated well into the activities. Time is used well and the sessions are very well prepared so that activities progress smoothly throughout the day. Routines are understood well by the children.

ENGLISH

51. In the 1999 national tests at Key Stage 1 almost all of the eight pupils achieved level 2 in writing. Standards in reading were high. When the performances are compared over a four-year period, the indications are that the performance is above the national average in reading and close to the national average in writing. In the Key Stage 2 national tests, of the eight pupils entered half achieved the expected level 4 in English. When the results are averaged over the four years 1996 to 1999 attainment in English was well below the national average at the age of eleven. The performance in the national tests over the four year period reflects the judgement on standards in English in the previous inspection report.
52. Current standards of English are at least in line with the national expectations at the age of seven and eleven years old. Pupils make good progress in English across the school. There are indications of some younger pupils achieving standards above the expectations for their age. Overall standards in English have improved since the previous inspection.
53. By the age of seven, pupils attainment in speaking and listening is in line with the national expectations. The majority of pupils listen and speak confidently in a wide range of contexts, take an active part in discussions and report on their work to their peers, for instance during class sessions in literacy. Opportunities for listening and speaking occur in most areas of the curriculum. By the age of eleven, pupils are articulate and engage well in speaking and listening activities during whole class discussions. However, pupils sometimes have no awareness of the ground rules for interacting with teachers and each other, such as waiting for their turn, leaving space for others to speak and listening appropriately to each other. They also find more formal oral presentations difficult.
54. Attainment in reading is good by the end Key Stage 1 and is in line with the national expectations for the majority of pupils by age eleven. By the end of Key Stage 1, the majority of pupils read a range of texts with fluency and accuracy, tackle words using phonics and read for meaning. Pupils are exposed to a range of books and good use is made of guided reading to stimulate their thinking and enable them to explore character and motivation for instance when they read 'The Twelve Dancing Princesses'. At Key Stage 2 pupils use a range of strategies to help them in their reading and discuss a variety of texts. They use these well when they scan texts in print and on screen to locate information. They read a range of non-fiction texts to inform writing tasks using different models for presenting information to be read by different age groups. Reading is well managed both within the literacy hour and outside it, where pupils are provided with opportunities for research. Pupils' progress in reading is at least satisfactory across the school and is regularly monitored through regular tests. Volunteers are deployed well to hear pupils read and detailed comments are used to chart their progress. Older pupils tackle a wider range of texts and genres and use books for research.
55. Attainment in writing, by the end Key Stage 1 and 2 is in line with the national average. By the end of Key Stage 1, the majority of pupils write in sentences, using full stops and capital letters. Most pupils use word banks successfully. They are able to write independently using previous models to good effect. They acquire and apply their knowledge of punctuation and begin to recognise and use different types of writing such as narrative and lists. By the end of Key Stage 2, most pupils write extensively and produce a variety of narrative and non-narrative texts. Writing is effectively assessed

through constructive feedback and indication to pupils where they need to improve. Most pupils produce imaginative writing and write in different forms; for instance pupils in year 6 write autobiographies, pieces where they argue for and against, reports and pamphlets. In other subjects, notably in geography, pupils extract information from a variety of sources and present the same information in tabular form under various headings. Pupils spell most words correctly. Their systematic study of grammar and different types of text over time enables them to develop critical skills reflected in their writing and well exemplified in poetry and in some instances in extended writing. Standards in handwriting for a number of pupils are unsatisfactory.

56. Pupils' attitudes in English are very positive in the majority of lessons. Pupils are keen, well focused and engage well with activities in both key stages. In Key Stage 1, they respond with eagerness when invited to discuss their reading and demonstrate perseverance in tackling tasks. In Key Stage 2, pupils in Year 3 and 4 collaborate effectively during group activities and contribute well when answering questions. Standards of behaviour are very high and pupils are keen and proud to demonstrate and talk about what they have been doing to peers and visitors. Older pupils behave in a mature way and collaborate well.
57. The quality of teaching is mainly good in half of the lessons observed and very good in the other half. Teachers have a secure knowledge and understanding of teaching English and are implementing the literacy hour very successfully in line with the objectives set in the national strategy. Sessions are thoroughly and effectively planned and have a clear structure and objectives. Most lessons start with an appropriate introduction focused on whole class reading or a specific grammatical point and are linked to what pupils have acquired in previous lessons. Very good use is made of the overhead projector to enable pupils to focus on texts. Pupils are appropriately managed and effectively organised into ability groups with good support provided for pupils with special educational needs and higher attainers and positive interventions to challenge them further. Support staff including those targeted to provide additional literacy support and volunteers, are effectively deployed and contribute effectively to pupils' learning.
58. The school uses the literacy framework effectively and strategies for continuous development and improvement have led to the provision of planned opportunities for extended writing. The coordinator has good expertise and works hard with other colleagues to secure improvements, which are evident in the standards being achieved. Use of mutual observations has enabled teachers to learn from each other and share good practice. Whilst the literacy framework is thoroughly followed, there are no schemes for listening and speaking to ensure clear progression and enable staff to assess progression and define expectations within each year group. There are clear systems for assessment related to other skills and effective use is made of assessment to inform planning through the use of annotations in planning. Individual pupil targets for improvement have been identified but they are not systematically used to inform assessment and gauge improvements.

MATHEMATICS

59. Given the difficulty in interpreting the National Curriculum tests given the very small size of the cohorts at Blakeney the indications are that when results are averaged over a four year period to 1999 standards in mathematics at the age of seven are above the national average. Taking the average for the same four-year period attainment at eleven in mathematics was well below the national average. The performance in the national tests over this four year period reflects the judgement on standards in mathematics in the previous inspection report.
60. Standards of the work of the current pupils are in line with national expectations by the end of Key Stage 1 and Key Stage 2. Progress is good across the school and a number of pupils in Year 4 and 5 are developing work above the expectations for their age. Pupil progress and the quality of mathematical teaching show marked improvement since the previous inspection report.
61. Pupils in Year 2 use mathematical language such as 'square' and 'oblong' 'double' and 'between' and measures of turn and they can classify shapes. They can also communicate information using a variety of methods such as block graphs. They solve simple problems associated with 'How much does it cost?' and understand simple fractions. Mental arithmetic is good, above average. Pupils are, for example, able to identify a range of target numbers when the teacher says 'I say 3, you say x to reach 15' The attitudes of the younger pupils are very good. They are enthusiastic and enjoy the work in mathematics. Groups work well independently
62. The quality of teaching is very good. Teacher planning is precise with sharp objectives. Work is clearly matched to pupils abilities. For example, for one group the objective was to use everyday language to describe position; for another, to use specific mathematical language. Work is planned carefully to cover the full range of mathematics programmes of study. Questioning is used very well in the introductory whole class session and at the end to ascertain what has been understood. Assessment is precise and includes working notes. 'J. is ok up to the hour but sometimes gets the hands muddled up on an analogue clock.' Classroom organisation is impressive. There is a very strong sense of teamwork with learning support assistants taking responsibility for groups of specific pupils within the overall framework planned in detail by the teacher. Pupils with special educational needs and higher attaining pupils are appropriately supported and challenged.
63. Pupils in Year 6 have above average skills in mental arithmetic. Pupils can add successfully, for example, $0.732 + 0.268$ and individuals are able to manage four digit decimal additions. Understanding of fractions is good. Pupils are able to use the four number operations accurately and Year 6 pupils are generally secure in their tables. They are able to develop their own methods to solve problems. They can draw accurately a given angle and can work out an angle in a triangle. Pupils in Year 3 are able to add two digit numbers accurately mentally and some pupils in Year 4 can manage four digit examples and describe the various methods they used to reach the correct answer, for example by rounding up or down. They understand co-ordinates and have a good understanding of degrees of turn.
64. Pupils' attitudes to the subject are good in Key Stage 2. They enjoy the sense of success in the mental mathematics and are confident to try out an answer. The teacher explores wrong answers very effectively in a very supportive manner. Some pupils' presentation of work is unsatisfactory. The introductory sessions of mental arithmetic are conducted at a very stimulating pace with precise questioning which not only tests pupils' knowledge but also seeks to stimulate and extend their thinking. Group work is planned

well with work matched carefully to the ability groups. The conclusion of the lesson effectively tests, again through very good questioning, whether pupils have understood the particular objective. Pupils with special educational needs and higher attaining pupils are supported well. Teachers are confident in their subject knowledge and also present the work clearly in a lively enthusiastic manner, which motivates pupils. Where two teachers take the class, work is planned carefully to ensure a smooth transition but the pitch of the work in the mental arithmetic, usually a strength, can vary in the demands it makes on pupils. Throughout the school the good progress made by pupils and their very positive attitudes to the subject is as a direct consequence of overall consistent high expectations and very high quality teaching.

SCIENCE

65. The teacher assessments for science for seven year olds in 1999 indicate that pupils' attainment was very high in all aspects of science except experimental and investigative work. Attainment at eleven in the science tests in 1999 was above the national average in the percentage reaching level 4 and above. When averaged over four years standards in science were well below the national average at the age of eleven. The performance in the national tests over this four year period reflects the judgement on standards in science in the previous inspection report. There has been a significant improvement since the last inspection where standards at the age of eleven were judged to be below expectations
66. Standards in science of the present pupils are at least in line with national expectations at Key Stage 1 and Key Stage 2. Pupils make good progress. Younger pupils are able describe and record their observations and describe similarities and differences between materials. They demonstrate their knowledge of living things. For example they are able to create and 'read' a graph of their favourite food. The oldest pupils are able to set up an experiment make observations and provide explanations. For example one pupil wrote: 'We are trying to find out if a green plant can survive without minerals or if the plant will die.' They are able to develop a fair test and have a good understanding of variables. 'What other things that we have looked at could be a variable?' (in the specific experiment) Pupils showed their understanding in their replies. Answers included 'stirring' and the 'temperature of the water.' A wide range of topics is covered, carefully structured to avoid repetitions. Year 6 exercise books, for example, show investigations into materials, the water cycle, bodies and body maintenance, keeping healthy, electricity, light, sound reversible and non-reversible changes.
67. Pupils' attitudes to science are good. They are interested and involved. In one lesson although the length of the session following on from a wet lunchtime meant that the concentration of a few pupils began to flag, the teacher skilfully remotivated the group. Pupils make good use of information and communication technology in science. With some individual pupils the presentation of their work is unsatisfactory. The overall very positive attitudes to the subject and pupils' good progress across the school are as a direct result of consistent quality teaching.
68. The quality of the teaching of science is good. Teachers have good subject knowledge. Work is planned carefully using a government scheme of work on a rolling programme so that pupils do not repeat sections of the work. Sessions are introduced effectively and questioning to establish what has been learned is skilled. Teachers use technical language well and make very supportive interventions, challenging and helping the groups formulate their conclusions.

ART

69. Only one art lesson was seen and judgements are made on the basis of this lesson and the work around the school.
70. Standards in art are in line with expectations at the end of KS1 and Key Stage 2 and pupils make steady progress. The school has at least maintained the standards in art since the previous inspection.
71. Younger pupils in the school, for example, mix colours and paint bright colourful large-scale flower paintings. Older pupils create ceramic portraits and work on landscape collages newspaper cityscapes and historical portraits. Information and communication technology software packages are used well in art. Work is planned well to teach specific skills, which accounts why there is a great deal of similarity in the work on display. However having introduced a range of techniques or skills on a particular theme opportunities are given for pupils to create their own work, developing their own ideas. The work of other artists is explored, for example pupils look at the work of Giacometti and Henry Moore but this is an aspect of further development.
72. All pupils have sketch books but their use is irregular. Older pupils have produced some sharply observed pencil drawings of peppers but lack regular opportunities to develop the core skills related to their observational drawings.
73. Pupils work with concentration and interest. They work well collaboratively and enjoy the subject. The quality of teaching is good. Work is set up well and pupils' attention is aroused by the interesting nature of the work. There is good team teaching. Relationships are very good and teachers are skilled at making intervening and providing support to individuals.

DESIGN AND TECHNOLOGY

74. Standards of work seen in Key stage 1 are satisfactory and good in Key stage 2. Pupils in Year 2 working on structures, construct models of playground equipment and evaluate outcomes using criteria like balance and load. However several pupils lack the skills of articulating reasons for the choices they make and often need prompting.
75. In Year 3, pupils working on alarm systems draw effectively on their knowledge of electrical circuits and switches to design their own models. They successfully explain how the models work, demonstrate skills and knowledge in choosing appropriate materials for assembly and evaluate the outcomes, suggesting improvements. In Year 6, pupils working on fairground models draw up plans labeling parts and materials to be used and define success criteria. They make realistic suggestions of how they might achieve intentions. While constructing their models, they measure and mark out and cut out forms carefully in wood and plastic and demonstrate problem solving skills.
76. The progress of the majority of pupils including those with special needs is satisfactory in Key Stage 1 and good in Key Stage 2. They develop skills in working with a variety of materials and in recording what they have done. They grow more confident in solving design problems and use their previous knowledge in unfamiliar contexts.
77. Pupils' attitudes to design and technology are good. They show curiosity and interest in their work and collaborate well when appropriate. They persevere in their efforts and are not put off when their first attempts are not successful. They respond well to questions and show pride in their work. Pupils are aware of safety issues and help with putting tools and materials away at the end of lessons.

78. The quality of teaching is good. Lessons are effectively planned and clear guidance is given to pupils as necessary. Expectations are shared with pupils in advance with the potential of self-evaluation effectively exploited to guide pupils' efforts. Pupils are challenged and have to work within clearly defined timescales. The quality of learning is enhanced through the positive interventions made to motivate and encourage pupils. Resources are well organised and enable pupils to make choices based on discussion with the teacher. Appropriate attention is given to key vocabulary and safety measures.
79. Planning is based on the Qualifications and Curriculum Authority scheme and effectively implemented. The coordinator has a clear view of the development of the subject and uses his expertise well to guide colleagues. Resources for the subject are well organised and easily accessible to teachers and pupils.

GEOGRAPHY and HISTORY

80. Only a limited amount of teaching was seen in history and geography during the inspection. Discussions with pupils, examination of displays and samples of work and lesson observations, show that attainment in history and geography is in line with national expectations in both key stages.
81. In Key stage 1, pupils studying famous people demonstrate good knowledge of the life achievements of Florence Nightingale, cite particular episodes in her life, for instance her nursing of wounded soldiers and, with support, sequence major events in her life chronologically. In geography, they identify weather data based on their observations which is recorded on a chart and use this information to make a survey of the occurrences of different types of weather.
82. In Key Stage 2, pupils working on village life in India, demonstrate appropriate knowledge and understanding as they use information from different sources to identify similarities and differences in lifestyles with those in English villages.
83. Pupils achieve appropriately against their prior attainment and the majority make satisfactory progress as they move through the year groups. They gain new knowledge in geography, which they put to use in follow up activities in the literacy hour. They gain insights into different lifestyles; improve their knowledge of where places are and use a range of sources of data including CD ROM and the Internet for research.
84. Pupils across the school show curiosity and interest in their study of famous people. They respond well to teachers' explanations and ask pertinent questions to make sense of difficult concepts and generate their own ideas when studying places and link this to their own experience, for instance when pupils in Key Stage 2, contrast homes in India and England.
85. The quality of teaching is good. Skilful questioning is used to elicit information, encourage pupils' thinking and develop their skills of observation and summarising information. This was well exemplified in work in Key Stage 1, where pupils were challenged to interpret a chart and use numeracy skills to record weather data. Resources are well organised and deployed to reinforce pupils' understanding. Pupils are expertly managed at all times with appropriate interventions when necessary. In some instances however, learning objectives were not clearly identified in relation to the similarities and differences between localities with little attempt to explore with pupils how these might be explained.

86. Planning of the curriculum in history and geography is based on the Qualifications and Curriculum Authority schemes and these are appropriately used to allocate topics and themes to each year group. Opportunities in some of the units are effectively exploited to develop pupils' research skills and develop their insights into cultural diversity.

INFORMATION TECHNOLOGY

87. Standards in information and communication technology by the end of Year 2 and Year 6 are good. Standards are good across the school and improving. This represents a very significant improvement on the previous inspection where standards were below national expectations. Information and communication technology effectively permeates much of the work of the school supporting most subjects. Pupils make good progress in the subject. There are three principal reasons why pupils make good progress. Firstly it is a direct result of the good quality and clarity in teaching of information and communication technology skills and the fact they are taught in a progressive manner. Secondly it is because pupils see that members of staff are confident and skilled in the use and applications and in using information and communication technology effectively to support their work. The third reason is that pupils have many opportunities to use the equipment.

88. By Year 6 pupils are confident to use a range of different computer 'platforms' and have a good understanding of the generic similarities and differences in the various types of computer. They are able to present information for specific purposes, using clip-art and digital photographs and have a developed sense of audience in the way they present it. They can make a series of instructions, for example, to create a highly complex pattern. They use the Internet under guidance to find out information for their geography work. Pupils have also designed the school's web page, which has attracted countywide attention. Year 4 pupils are able to give instructions to a programmable robot so that it drives through a maze.

89. Pupils' attitudes to the subject are good. They are keen and interested and engaged in the work. For example being shown how they could create a shape with words fascinated them and there was a sense of delight as the words 'Planet Earth' formed a circle.

90. The quality of teaching is good. Teachers are confident in their information and communication technology skills. They use computers regularly as a tool to support their work. Skills are taught in a progressive manner but members of staff are also confident enough to respond to any problem a pupil might be having. The school makes very effective use of the range of equipment it has. Information and communication technology is being used particularly effectively to broaden pupils' cultural awareness.

MUSIC

91. It was not possible to observe the teaching of music directly at Key Stage 1. By the end of Key Stage 2 standards are very good and music is a strength of the school. The previous report noted that standards were in line with expectations for the oldest pupils. Standards have shown improvement.

92. Singing is very good across the school, for example in assembly. Older pupils are able to sing 'Domina Nobis' in two parts. Younger pupils in Key Stage 2 are able to name modern and Tudor instruments such 'sackbut' and 'shaum' and follow simplified music very well. They understand terms such as 'galliard' and 'pavanne' and the connections to Henry V111. They maintain an ostinato rhythm and are able to improvise on tuned percussion. The oldest pupils are able to discuss the structure of a piece of music and

their listening skills are very good. These pupils too are able to improvise in pairs using a recorder. All pupils read music and play the recorder.

93. Pupils make very good progress. They show very good interest and enthusiasm for the subject. They are motivated and challenged by a rich music curriculum and consistent very high quality teaching. Lessons are challenging and the teacher has very high expectations, very good musical knowledge, and a manifest enthusiasm for the subject, which is communicated well to the pupils. Planning has a clarity and lessons are carefully structured ensure that pupils make very good progress. The teacher is also skilled in linking the musical curriculum to the work studied in pupils' thematic work in history. Opportunities for pupils to participate in local festivals enhance the music curriculum. The school and parents are also particularly proud of the recent bequest of a full set of hand bells, which are played with respect and skill by the pupils.

PHYSICAL EDUCATION

94. It was only possible to see one dance lesson from Key Stage 1 during the inspection and it is not possible to make a fair judgement on standards in physical education. Standards in swimming are good. The previous report noted that standards in both key stages were in line with national expectations and examination of teacher planning and discussions with pupils suggests that standards have, at least, been maintained.
95. In the dance lesson pupils made steady progress. Their dance 'performance' showed good evidence of having worked together, and being able to refine and shape their ideas. They showed a developing dance 'vocabulary' of movement and made good use of levels. Pupils work well during the session, concentrating and staying focused on the activity and clearly enjoy the work. The quality of teaching is good. It is appropriately demanding and challenging the pupils and through the teacher's enthusiasm it is clearly motivating pupils. There is appropriate concern for safety.
96. Physical education lessons are planned carefully and the school has adopted a scheme of work to support teacher planning. Resources are adequate. The indoor space is well used but is cramped for dance activities with all the class.