

INSPECTION REPORT

CROWLE CE FIRST SCHOOL

Worcester

LEA area: Worcestershire

Unique reference number: 116801

Headteacher: Miss L Biggs

Reporting inspector: Mr C Parker
11897

Dates of inspection: 12th – 14th September 2001

Inspection number: 197666

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Voluntary controlled
Age range of pupils:	4 to 9 years
Gender of pupils:	Mixed
School address:	School Lane Crowle Worcestershire
Postcode:	WR7 4AT
Telephone number:	01905 381206
Fax number:	
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs D Mawson
Date of previous inspection:	22 nd September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11897	C Parker	Registered inspector	Mathematics, science, art, design technology, geography, history, information technology, physical education, equal opportunities, special educational needs.	How high are standards? The school's results and pupils' achievements; how well are pupils taught? How good are the curricular and other opportunities offered to pupils? How well is the school led and managed? What should the school do to improve further?
A09545	K Greatorax	Lay inspector		How high are standards? Pupils' attitudes, values and personal development; how well does the school care for its pupils? How well does the school work in partnership with parents?
A11419	P Underwood	Team inspector	English, music, religious education, foundation stage curriculum.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Crowle Church of England First is a smaller than average school for pupils aged 4 to 9 years. The 74 pupils on roll are taught in three classes. All of the pupils speak English as their first language. The number entitled to free school meals is well below average as is the proportion of pupils on the special needs register. Most of the pupils come from the immediate area although some travel from the periphery of Worcester. Their attainment on entry to school is above average.

HOW GOOD THE SCHOOL IS

The school provides its pupils with a good education in a friendly and caring environment. Overall, standards are above average. They are particularly strong in mathematics and science. The pupils are very well taught by a teaching team that is committed to continuing improvement. The headteacher enjoys the support of the governing body and leads the school very effectively. As a result, the school provides good value for money.

What the school does well

- Standards in mathematics and science are well above average.
- The pupils enjoy school, have positive attitudes to learning and behave well.
- The teaching is consistently good and often very good; consequently the pupils are interested and learn effectively.
- The curriculum is well planned and organised, and the assessment arrangements are good.
- Partnerships with parents are strong and productive.
- The school is very well managed by the headteacher who leads a teaching team that is strongly and effectively committed to continuing improvement.

What could be improved

- Standards in writing are not as high as they should be because the teachers' marking is not precise enough to help the pupils to improve rapidly.
- The subject co-ordinators are not checking that the standard and quality of the pupils' work is consistently high across the curriculum and throughout the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was inspected in September 1997 standards in reading, mathematics and science have all risen. The provision for music, religious education and information and communications technology has improved significantly. The teachers have made considerable improvements to the school's curriculum offered

by developing consistent approaches to planning in Key Stages 1 and 2 and in the Foundation Stage. Overall, the assessment arrangements are much improved, but there are still some weaknesses in the marking of writing.

The school has improved considerably since the last inspection. These improvements are recognised and appreciated by many parents.

STANDARDS

The table shows the standards achieved by pupils at the end of year 2 based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
reading	A	B	A	B	well above A average above B average
writing	C	C	D	E	average C below average D well below E average
mathematics	A	A*	A*	A	

By the time the youngest children reach the end of the Foundation Stage, most are exceeding the expectations set out for children of this age.

Over the last few years, the results of the national tests at the end of year 2 show standards in reading and mathematics to be well above the national average. In 1999 and 2000, the mathematics results were in the top five per cent nationally. These results compare very favourably with similar schools. Standards in writing, over the same period have been broadly average when compared to all schools, but in 2000 were well below those of similar schools. In 2001 the results in reading and mathematics were not as good because of a higher than usual proportion of pupils with special educational needs within a small cohort. However, the results in writing improved slightly, reflecting the school's efforts to rectify this relative weakness.

Standards in reading and mathematics continue to be well above average by the end of Year 4, and although the pupils' writing matures standards remain broadly average. In the other subjects of the curriculum, standards are generally above average, but in information and communication technology they are average. Standards in religious education are in line with those set out in the locally agreed syllabus.

The pupils are achieving well and making good progress in almost all subjects of the curriculum. Although their levels of achievement in writing are satisfactory, many pupils could reasonably be expected to make greater progress and consequently produce work of a higher standard.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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Attitudes to the school	The pupils have positive attitudes to learning, enjoy their lessons, listen carefully to their teachers and are eager to contribute to discussions and to answer questions.
Behaviour, in and out of classrooms	The pupils are well behaved in lessons, assemblies and in the playground.
Personal development and relationships	The older pupils are happy to take responsibility. Relationships between the pupils themselves and with their teachers are positive and productive.
Attendance	Levels of attendance are well above average.

The good relationships within the school have a significant impact on both the pupils' learning and their personal development. It is clear that the contributions made by all pupils are valued.

TEACHING AND LEARNING

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

In all of the lessons seen, the teaching was at least good and in almost half it was very good. The teachers plan their lessons thoroughly, clearly identifying what it is they want the pupils to learn. They set interesting tasks that challenge the pupils, explain precisely what they want them to do and support them effectively. The teachers regularly mark the pupils' work, but in some cases it is not analytical enough to inform the child how it can be improved. Although the teaching in English was consistently good in the lessons observed, these weaknesses in marking were evident in the many examples of the pupils' writing.

The pupils on the special educational needs register are well supported by both the teachers and the teaching assistants. The teachers often modify the tasks they have planned to meet the needs of pupils of differing abilities. In this way, they appropriately challenge those with the potential for higher attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is of good quality and is well planned and organised. All subjects of the national curriculum are taught throughout the school.
Provision for pupils with special educational needs	The school makes good provision for the few pupils who have special educational needs. Their individual education plans have clear targets and the work they are set is often modified to meet their particular needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides a good range of opportunities that promote the pupils' personal development. It is particularly influential in their moral and social development.
How well the school cares for its pupils	The welfare and guidance of all pupils is promoted effectively in a warm, caring and secure environment. The assessment arrangements have improved considerably and are now good except in writing where the setting of targets is not sharp enough.

The school has strong and productive partnerships with parents who are very supportive and value the work of the teachers. They are welcomed into the school, kept well informed about its work and in many respects given useful information about their child's progress. However, the annual written reports to parents do not consistently set targets for improvement.

The curriculum is well planned and opportunities for the pupils to use information technology in a range of subjects are now being identified. However, the use of computers is not yet integrated naturally into the children's learning right across the curriculum to enable them to achieve higher levels of attainment.

The opportunities for the pupils to develop a broader appreciation of their own and other cultures are now entirely satisfactory. The provision for their spiritual development is good, notably in assemblies where quiet reflection is an important feature. This was exemplified by the pupils' silent reflection following the 11th September terrorist attacks in the United States of America.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very effectively and efficiently led by the headteacher. There is a strong team approach to managing the curriculum and a clear commitment to continuing improvement.
How well the governors fulfil their responsibilities	The governors support the school, monitor its work and work closely with the headteacher to provide a clear direction for the school.
The school's evaluation of its performance	The school makes good use of all of the performance data that is available to it. This is carefully analysed and appropriate targets are set. However, the co-ordinators are not monitoring the standard and quality of the pupils' day-to-day work throughout the school.
The strategic use of resources	The available resources are used wisely. The headteacher and governors have established a staffing level that is both appropriate, sustainable and gives the headteacher the right balance for her management commitments.

There are sufficient teachers for the number of pupils. The school has an adequate range of good quality learning resources that have recently been improved by additional new computer hardware. Whilst the school makes the best possible use of the accommodation, it is far from ideal. The hall is very small and one classroom is a thoroughfare to all of the other rooms in the school.

The headteacher and teachers form a strong team and work well together to manage and organise the curriculum. They work in very flexible ways that allow them to undertake a range of responsibilities and tackle the priorities set out in the school development plan. This plan is drawn up following wide consultation with the whole school community. Progress towards these targets is carefully monitored and reported to the governing body, but there are no checks to evaluate whether the resources committed to these activities have had the intended impact. In other respects, the governors carefully allocate the limited resources that are available to ensure they achieve best value.

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 good progress made by the pupils • The good teaching • The strong leadership of the headteacher and the significant improvements that have been achieved • The good relationships between parents and 	<ul style="list-style-type: none"> • Extra curricular activities • Arrangements for hearing children read • Annual written reports to parents

teachers	
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- The useful information provided by the school

The inspection team agrees with the many positive comments made by parents. Very few parents made suggestions as to how things could be improved, except in the case of activities outside lessons where about a quarter of those responding were unhappy with current arrangements. The inspectors found that the school makes very good provision for both lunchtime and after school activities and disagree with this view. The range of opportunities is better than often found in a school of this size and type and involves a large proportion of the pupils. Similarly, the inspectors do not agree with the view that arrangements for hearing children read are in need of improvement. The teachers and teaching assistants listen to both individuals and groups each day. They also provide a range of opportunities for the children to read not only in literacy lessons but also when they are working in other subjects, for example, science. The annual written reports for parents provide a good deal of information. However, they neither consistently identify targets to ensure the pupils' continuing improvement, nor state clearly how they are working in relation to what is expected for their age.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children begin the reception class with well-developed skills in speaking and listening, mathematics and personal independence. This is confirmed by the initial baseline assessments. Analysis of the children's work at the end of the Foundation Stage shows that they are achieving well and exceeding the early learning goals set out for children of this age.
2. Over the last few years, the results of the national tests at the end of Year 2 show standards in reading and mathematics to be well above the national average. In 1999 and 2000, the mathematics results were in the top five per cent nationally and compare very favourably with those of similar schools. Over the same period, standards in writing have been broadly average when compared to all schools, but in 2000 were well below those of similar schools. In 2001, the results in reading and mathematics were not as good as in previous years because of a higher than usual proportion of pupils with special educational needs within a small cohort. However, the results in writing improved slightly, reflecting the school's efforts to rectify this relative weakness.
3. Over the years, there are variations in the results of girls and boys, but no clear pattern emerges. Given the small numbers of pupils tested each year, no definite conclusions can be drawn from the data. However, the inspection evidence shows that boys and girls are treated equally, and consequently these variations are likely to reflect the capabilities of different cohorts.
4. The proportion of pupils achieving higher levels of attainment in reading and mathematics is well above average, but is not matched by the proportion reaching this level in writing over the last few years. In the 2001 national tests, there was an improvement in the proportion achieving higher levels in writing, but it remains an area where further improvement is needed. Standards in reading and mathematics continue to be well above average by the end of Year 4, and although the pupils' writing matures, standards remain broadly average.
5. The inspection findings confirm that by the end of Year 4 standards are well above average in mathematics and are above average in reading, despite fluctuations from year to year. Analysis of the pupils' written English shows that although standards are average overall, there are weaknesses in presentation, punctuation, spelling and an absence of interesting vocabulary in some of the pupils' work. Although the pupils have a good range of opportunities to write for different purposes, errors are often repeated because the marking and setting of targets are not sharp enough. Achievement in writing is satisfactory overall, but many pupils could reasonably be expected to make greater progress and consequently produce work of a higher standard. The school should take further steps to raise standards in writing. **This is key issue for improvement.**
6. The teacher assessments in science show standards to be well above average, with a high proportion of pupils achieving higher levels of attainment. Evidence from the analysis of the pupils' work and observation of lessons confirms that standards in

science, and particularly the investigative elements of science, are well above average at the end of Years 2 and 4.

7. In almost all subjects of the curriculum, the pupils are achieving well and making good progress, including those on the special needs register. Standards are generally above average, except in information and communication technology where they are average. Recent acquisitions of new hardware and the current staff training programmes place the school in a strong position to raise standards in information and communication technology in the very near future. Standards in religious education are in line with those set out in the locally agreed syllabus.

Pupils' attitudes, values and personal development

8. The pupils' attitudes, values and personal development have been maintained well since the last inspection and continue to have a positive effect on the quality of their learning.
9. All pupils have very positive attitudes to school and their work. They show great interest in what they are asked to do and apply themselves very well to their tasks. They sustain high levels of concentration because the teachers plan tasks that challenge and motivate them. They take great pride and enjoyment in producing good work and are keen to share their results with others. This was clearly evident in a Year 1 art lesson where much very good work was achieved.
10. The inspection confirms the views of parents that the pupils' behaviour is good. When they come to school, in assemblies, at lunchtimes and at playtimes, virtually all pupils show high standards of behaviour. They move around the school in an orderly manner and have a clear understanding of the standards expected of them. In lessons, their behaviour is invariably good and they conform to the high expectations even when not closely supervised. There have been no recent exclusions. During the inspection, there was no evidence of bullying, nor lack of respect for school property.
11. Relationships in the school are very good. The pupils form very constructive relationships with each other and with adults. They work co-operatively together, listen with interest to each other and try to understand the other person's point of view. They show genuine pleasure in the achievements of others as shown in the spontaneous applause in an assembly. Virtually all pupils act in a mature and responsible way. They consistently demonstrate patience, tolerance and understanding for others.
12. The pupils' personal development is good. The school continues to provide a wide range of opportunities for them to show initiative and take responsibility. That trust is well placed. From the earliest stages of their time in school, the children make good progress in their personal, social and emotional development as they perform jobs within the classroom. As they progress through the school, greater degrees of independence are encouraged. The older pupils act as monitors in an extensive number of activities around the school.
13. Attendance and punctuality continue to be very good. There is no unauthorised absence. Virtually all pupils are punctual and many arrive early. They come happily to school, eager and ready to learn, enabling the school to make a prompt and efficient start to the school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. Across the curriculum, the teaching is consistently good and often very good. Consequently, the pupils are interested and learn effectively. In all of the lessons seen, the teaching was at least good and in almost half it was very good. The strong teaching reported at the time of the last inspection has been maintained and the proportion of good and very good teaching has increased.
15. The teaching of the youngest children is very good in all areas of learning, and this has a positive impact on the children's achievements. The children work effectively with their teacher on a range of carefully planned and structured activities that are successful in developing their knowledge and skills, most notably in communication, language and literacy and mathematics. The teacher has a very good relationship with the children. She questions them effectively to encourage them to respond and develop their skills in speaking and listening and to extend their knowledge. Many of the lessons and activities have a good pace that helps to motivate and interest the children. As a result, they are achieving well.
16. In Key Stages 1 and 2, the teachers plan their lessons thoroughly and set out clearly what they want the children to learn. The pupils are always told what is expected of them and what they are going to learn. Often the targets for the lesson are displayed in the classroom. The teachers have a good knowledge of the subjects they teach and are able to make sure that the tasks they set are interesting. This was evident, for example, when the pupils were carrying out an investigation into why teeth are shaped differently. The pupils on the special educational needs register are well supported by the teachers and the teaching assistants. The teachers often modify the tasks they have planned to meet the needs of pupils of differing abilities. In this way they are able to challenge those with potential for higher attainment. In most lessons, notably in Years 3 and 4, expectations are high. The lessons move along at a good pace and the teachers effectively support the pupils. The teaching assistants play an important role in working with groups and individual pupils to extend their learning. Relationships between the children and their teachers are very good. The teachers encourage discussion and value the comments and work of all of the pupils. They keep careful track of the pupils' progress, which allows them to plan effectively, in most subjects, for the next stage of learning. Homework is used to build on the pupils learning in lessons and is appreciated by the parents.
17. There is a strong commitment to teamwork and professional development. The teachers are currently undertaking New Opportunities Fund training in information and communication technology so that they will be able to make full use of the good computer resources they now have available in the classrooms. The extent of this good teamwork is very evident in the consistent approaches used by the teachers in many lessons, and they are making full use of the literacy and numeracy strategies to bring about further improvements. The teachers mark the pupils' work, but in some cases it is not analytical enough to inform the child how to make improvements. Although the teaching in English is consistently good in the lessons, weaknesses in marking were evident in the many examples of the pupils' writing.

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

18. The school provides its pupils with a good quality curriculum. Since the last inspection, there have been significant improvements in the planning of work and now most areas of the curriculum are fully documented. Music remains the one area where this is yet to be completed. The headteacher has made good arrangement to utilise the services of specialist teachers for music and art. Although the music curriculum is not yet fully documented, discussions with the pupils indicate that they experience a good range of activities in music. The curriculum for religious education fully meets the requirements of the locally agreed syllabus. In the case of information and communication technology, the long and medium term plans show that more opportunities for pupils to use computers are being identified. However, at the present time, they are not sufficient to play a full role in all of the subjects, as outlined in the national curriculum. In all other respects, a broad and interesting curriculum that reflects the requirements of the national curriculum is now in place. The school should ensure that information and communication technology plays a full role in supporting learning right across the curriculum. ***This is an additional issue for consideration.***
19. The Foundation Stage curriculum for the youngest pupils is also thoroughly planned and fully reflects the national requirements in all areas of learning. Since the last inspection there have been clear improvements in the provision for children in the Foundation Stage. The planning of work is now very closely linked to the early learning goals set for pupils of this age and is providing the children with a wide range of good quality experiences across all areas of learning.
20. The school makes good provision for the few pupils who have special educational needs. Their individual education plans have clear targets and the work they are set is often modified to meet their particular needs.
21. Approximately a quarter of the parents who responded to the questionnaire were not happy with the range of activities the school provides outside lessons. The inspectors found the school to provide a good range of extra curricular activities. There are clubs at lunchtime, such as the gardening club, and on one evening each week there are a number of activities including football and skittle ball that involve all of the teachers and over half of the pupils. A "Busy Bees" club ensures that even the youngest pupils have an opportunity to be involved in extra curricular activities. In addition, the school makes good use of visits locally, for example as part of the study of the village, and further afield to museums and theatres. Visitors also extend the range of experiences available to the pupils, such as a storyteller who recently came to the school.
22. There is a well-planned programme of personal, social and health education topics and the teachers actively encourage discussion in all areas of the curriculum. For example, when pupils in Year 2 were listening to a story, the teacher skilfully drew the children into a discussion about a time when they had been frightened. This was carefully handled and the children responded with a good deal of maturity and made thoughtful contributions.
23. The school's general ethos and atmosphere create an environment where the pupils' personal development can be encouraged. The importance of recognising and encouraging the strengths of individuals is evident throughout the school. It provides a good range of opportunities that effectively promote the personal development of the pupils. It is particularly influential in the development of the pupils' moral and social development, both in and out of lessons. Opportunities for

the pupils to develop a broader appreciation of their own and other cultures are now entirely satisfactory. For example, the pupils in Years 3 and 4 recently visited a Hindu temple. The provision for the pupils' spiritual development is good, notably in assemblies where quiet reflection is an important feature. This was exemplified by the pupils' silent reflection following the 11th September terrorist attacks in the United States of America.

24. The school has very good links with the pre-school playgroup. At the moment, eleven children who will start school at the start of next term are joining the pupils in the reception class on two mornings each week. This is proving a very beneficial strategy and parents report that it has made the transition to school almost seamless. Links with the middle school to which the oldest children transfer are also good. Through joint planning, repetition of curriculum topics is avoided and by regular visits pupils are well prepared for Year 5. The local high school also gives good support, notably in the development of the use of information and communication technology.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

25. The school provides good support and guidance and effectively promotes the welfare, health and safety of its pupils in a warm caring and secure environment. This atmosphere encourages the pupils to develop as individuals with high aspirations and a love of learning. All staff show great concern for the well being of pupils and a range of measures exists to promote their development. The teachers are sensitive to the needs of the pupils and consistently monitor well their personal development and their ability to cope on a day-to-day basis.
26. The systems for assessing and monitoring the progress made by the pupils are generally good. The teachers keep good records of how well the pupils are achieving and are beginning to use these to set targets and goals for them. However, there is a weakness in the marking of the pupils' writing that means that the targets are not as sharp and helpful as they should be. The teachers know their classes extremely well and are very sensitive to differing needs of individual pupils. Comprehensive records are kept of the very few incidents where adult and particularly parental involvement has been required.
27. The school continues to have very effective systems to monitor and promote attendance. The registers are marked speedily, correctly and efficiently at the start of the school day and after lunch. All absences are properly noted and contact made with parents to establish the reasons. The attendance figures are properly aggregated and emerging patterns of absence are noted for follow-up. There was no unauthorised absence recorded last year.
28. The headteacher and other staff provide very good role models in promoting high standards of good behaviour. Good procedures for monitoring and promoting discipline and good behaviour are in place. The consequences of unacceptable behaviour have been made clear and are understood by all pupils. The policy is consistently applied by all members of staff who were seen to pre-empt incidents of possible misbehaviour with firm, calm intervention maintaining good control.

29. Child protection issues continue to be handled effectively. All members of staff are aware of the need for vigilance and the steps to take if suspicions are aroused. Health and safety is promoted effectively in the school. Potential hazards are identified and remedial action taken as necessary. All staff members are safety conscious, as shown during the design and technology lesson when the use of sharp knives was very well supervised with clear direction and monitoring a strong feature. All members of staff work hard to create a secure environment in which the well being of pupils is promoted effectively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

30. Parents are overwhelmingly supportive of the school and confirm that it has many strong features. Virtually all those responding to the questionnaire agree that their children like school and are making good progress. They believe that the school expects their children to work hard and they would feel comfortable about approaching the school with a problem. They feel that the school is well led and managed and the teaching is good. They also believe that the school is helping the children to become mature and responsible and the amount of work to be done at home is right. They feel that the school works closely with parents and they feel well informed about how their children are getting on.
31. A very few parents expressed reservations about the standards of behaviour. These reservations were not supported by the inspection evidence. Behaviour throughout the school at all times during the inspection was at least good and often very good.
32. Parents and other adults are encouraged to involve themselves in the life of the school and many respond enthusiastically in various ways. For instance, they help with particular activities such as gardening, sewing and swimming. In addition, the parents are very supportive of the work that their children are expected to do at home. There is an active Friends of Crowle School association that in addition to raising substantial amounts of finance in support of the school also helps out in other practical ways around the school. The school values highly the contributions made by parents that enhance the children's learning and personal development.
33. The information provided for the parents is satisfactory overall. The school prospectus is clear and comprehensive. It gives a good overview of the school's values and its curriculum. The governor's annual report is well presented and gives parents a clear indication of the progress made towards the targets in the action plan. The headteacher makes effective use of an annual questionnaire to consult and involve parents in setting priorities for the school. The annual written reports to parents provide much good information about what the children know and can do. Some contain information about progress and highlight areas for improvement, but this practice is not consistent throughout the school. Steps should now be taken to ensure that targets for improvement are included in all annual written reports. ***This is an additional issue for consideration.***

HOW WELL IS THE SCHOOL LED AND MANAGED?

34. The strong leadership that was emerging at the time of the last inspection has come to fruition. As a result, the school is very effectively and efficiently led by the headteacher. Her leadership has been strengthened by better monitoring of the

quality of teaching, a strong team approach to managing the curriculum and a clear commitment to continuing improvement. Good communication is a key feature of the positive working relationships within the school.

35. The school improvement planning process is well established, but has improved recently through greater involvement of the parents in identifying areas where attention may be needed. The plan is based on comprehensive evaluation of previous plans and sets out the subsequent priorities for development and improvement. Funds are carefully allocated to each activity and progress monitored. The headteacher reports termly to the governing body on all improvement activities to keep them abreast of developments. Although an evaluation of each activity is carried out, it does not lead to any conclusions regarding cost effectiveness. It fails to show whether or not the funds allocated by the governing body have had the desired effect on standards and the extent to which they have provided good value for money.
36. The headteacher and the staff undertake comprehensive monitoring of the quality of the planning, and manage the available resources effectively. However, they are not checking the resulting standard and quality of the pupils' work. The school should take steps to create opportunities for the co-ordinators to monitor the quality of the pupils' work. **This is a key issue for action.**
37. The subject co-ordinators have a very flexible role. Many tasks are undertaken as a team and at other times the co-ordinators take on temporary roles to lead on a particular issue linked to the school development plan. This flexible response is a very sensible strategy that allows a small teaching staff to tackle a range of issues and topics and share the considerable workload. They all undertake a range of professional development courses, but feel the major constraint is lack of time to carry out their monitoring role fully. The headteacher and governors have recently taken the decision to employ a teacher one afternoon each week in order that the co-ordinators will be able to begin this work in the near future. The governors give careful consideration to the allocation of funds and always seek to get best value.
38. The governing body has a well-established committee structure. The chair of governors works closely with the headteacher. The governors often visit classes to find out for themselves how well the school is doing. The headteacher's comprehensive termly reports for the governors provide a great deal of very useful information. The governors are involved in analysing the school's performance through test results and by comparison with other schools. They share the teacher's strong commitment to further improvement and are fully aware of the work of the school and its achievements. They have used sizeable financial reserves carried forward from previous years to increase the number of teachers and the headteacher's management time. This allows her to deal more effectively with the bureaucratic demands placed upon the school, although she reports that she still has to strictly allocate her time to those documents and responses that are directly beneficial to the school.
39. There are sufficient teachers for the number of pupils. The school has an adequate range of good quality learning resources that have recently been improved by additional new computer hardware. Although the school makes the best possible use of the accommodation, it is far from ideal. The hall is very small and one classroom is a thoroughfare to all of the other rooms in the school. However, the teachers create a very pleasant and interesting environment through attractive

displays of the pupils' work and artefacts that are related to topics and themes that are being studied.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

40. The governors, headteacher and teachers should continue to pursue improvements through the school development and self-evaluation. They should, in particular, take steps to
- (1) Raise standards in writing by
 - ensuring that the pupils work is marked in a way that makes it very clear how it can be improved;
 - setting more precise targets for improvement
 - encouraging more effective use of an interesting vocabulary. **(paragraph 5)**
 - (2) Extend the role of subject co-ordinators to include the monitoring of the standard and quality of the pupil's work throughout the school and across the curriculum. **(paragraph 36)**

In addition the governors, headteacher and teachers should consider

- Enhancing the annual written reports to parents by the inclusion of targets for improvement for each pupil. **(paragraph 33)**
- Providing the pupils with an increasingly broad range of opportunities to use information and communication technology to support learning right across the curriculum. **(paragraph 18)**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

22

Number of discussions with staff, governors, other adults and pupils

10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		10	12				
Percentage		45	55				

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)		74
Number of full-time pupils known to be eligible for free school meals		3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		2

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	1
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	8	7	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	7	5	7
	Total	15	13	15
Percentage of pupils at NC level 2 or above	School	100 (88)	87 (94)	100 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	7	7	7
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (94)	100 (94)
	National	84 (82)	88 (86)	88 (87)

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	59
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

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.

Teachers and classes

Qualified teachers and classes:
YR – Y4

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	20.6
Average class size	24.7

Education support staff: YR – Y4

Total number of education support staff	3
Total aggregate hours worked per week	35

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	175 132
Total expenditure	171 922
Expenditure per pupil	2 529
Balance brought forward from previous year	27 555
Balance carried forward to next year	30 765

Recruitment of teachers

Number of teachers who left the school during the last two years	0.4
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	74
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	21	6	0	3
My child is making good progress in school.	53	47	0	0	0
Behaviour in the school is good.	44	41	6	0	9
My child gets the right amount of work to do at home.	38	53	9	0	0
The teaching is good.	71	29	0	0	0
I am kept well informed about how my child is getting on.	47	47	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	24	3	3	0
The school expects my child to work hard and achieve his or her best.	56	35	0	0	9
The school works closely with parents.	59	35	0	6	0
The school is well led and managed.	65	35	0	0	0
The school is helping my child become mature and responsible.	65	32	0	0	3
The school provides an interesting range of activities outside lessons.	35	41	24	0	0

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

41. At the time of the inspection, there were four children in the reception class who had only been in school for two weeks. They will be joined by another eleven children at the start of the next term. During this term, these children join the reception class on two mornings each week when the emphasis is on developing early literacy and numeracy skills. Analysis of the completed work of children now in Year 1 shows that by the end of the Foundation Stage most children are exceeding expectations. Consequently, standards are judged to be above average overall.
42. The teaching is very good and has a positive impact on the children's learning. The teacher has a very good relationship with the children, constantly encouraging them to respond in order to develop their skills in speaking and listening. She prepares a wide variety of first hand experiences to promote achievement in all areas of learning. She successfully motivates and interests the children and consequently they learn effectively. The activities are planned thoroughly and the children's progress is continually assessed. The children are taught by two teachers who hold regular meetings to discuss the planning of lessons and the children's progress. They work well together to provide a good education for these children.

Personal, social and emotional development

43. The children enter the reception class already very confident and aware of how to work together. They understand the need to take turns when speaking and know not to call out. They are keen to learn and are well motivated. The adults provide good role models for the children, treating them and each other with respect. This leads to trusting relationships between the children and the adults.

Communication, language and literacy

44. The children enjoy listening to stories and readily share books with each other and adults. The teacher uses discussion time to good effect, valuing the children's contributions and encouraging them to further develop their language. On entry, the children are confident and articulate speakers, not afraid to voice their opinions. The role-play corner has a variety of uses depending on the topic. It has been transformed into a café, a garden centre and a toyshop.
45. Although they have only just started school, the children already enjoy sharing books, treat them with respect and are aware that the words tell a story. They recognise a few simple words such as I, this and me. They can use the pictures to answer questions about their book and all are keen to "read" to an adult, telling the story in their own words. Using the "Letterland" system, the children have learned some initial sounds and are developing an awareness of phonics.
46. Almost all of the children can write their own name, although their letter formation is variable. There was no opportunity to observe the children writing, but scrutiny of the last year's work shows that by the end of the year many of the children were beginning to write recognisable words in the form of short sentences.

Mathematical development

47. Although the children have been in the reception for such a short time, most are very secure in their knowledge of numbers to ten. They can recognise the corresponding numerals when written on cards, and are able put out the correct set of objects to represent any given number to ten. The teacher gives the children a range of number experiences to reinforce their understanding. The children enjoy the challenge of counting, number recognition and reciting number rhymes in particular.

Knowledge and Understanding

48. The children enter the reception class with a good basic general knowledge. The range of topics that they explore includes "Autumn", "Winter", "Toys" and "People who help us". The children respond with interest and listen carefully to the discussion. They enjoy practical activity and investigations, for example, predicting whether or not a bottle or piece of paper would float or sink in water. This was part of the RE topic on prayer, sending messages of hope for rescue when marooned on a desert island. For these topics, the children from Year 1 join the reception children and this enables the younger children to learn to relate to a larger group and work with others.

Physical Development

49. From observation of an outdoor physical education session, it was plain that the children are already well able to control their bodies. They are beginning to catch balls, as yet with limited success, and can control their movements by walking backwards or running safely into spaces. All the children can hold and control a pencil and are beginning to colour carefully inside any given shape. They can use scissors, but accurate cutting out is still proving a little difficult. The children do not have access to large play equipment within the school, but they are taken down to the parish hall to use the resources of the playgroup, thus ensuring they have the relevant experiences.

Creative Development

50. There was no opportunity to observe any sessions in this area of the curriculum, but from displays on the walls of work done by last year's reception children it can be seen that they are offered a wide range of experiences including painting, drawing, collage work and making models. The teacher's planning also highlights musical activities.

ENGLISH

51. Throughout the school, standards in speaking, listening and reading are above average, but in writing are average. The teachers have introduced a range of approaches that are beginning to improve the quality of the pupils' writing. However, the marking of the pupils' writing is not sufficiently precise to tell them exactly what they need to do to improve their work. Consequently, they are not making the rapid progress the school is seeking. In contrast, standards in speaking and listening and reading have improved since the school was last inspected.

52. When the pupils enter the school their speaking and listening skills are already above average. By the time they enter Key Stage 1, their reading skills are beginning to develop well and all pupils have good pencil control.

53. The pupils have a good range of experiences to develop their speaking and listening skills. By the end of Year 2, the pupils are becoming articulate, confident speakers. When given the opportunity, they readily respond to questions and volunteer information. For instance, they enjoy participating in discussions about feelings and what makes them afraid. They listen carefully to their teachers and peers who value their contribution. Some pupils have a very good vocabulary. For example, in a Year 1 lesson, when asked to predict what would happen to a piece of paper that was left in water, one pupil commented, 'It will disintegrate'. All of the pupils enjoy discussions about text during literacy lessons. For example, they were very excited by the development of a class story and contributed interesting sentences.

54. By Year 4, the pupils are confident and articulate, expressing their views often in some detail. They are keen to answer the teacher's questions and frequently show a good understanding of a subject as demonstrated in one lesson by their ability to recall information about Hinduism.

55. By the end of Year 2 standards in reading are above average. Books are handled with care and a variety of texts are read. Most of the pupils read fluently and with reasonable understanding. The pupils are developing ways of reading unfamiliar words, either by sounding them out or looking at the pictures. They can talk briefly about their favourite books, but often do not recall the names of any authors. By Year 4, the standard of reading is above average. The higher attaining pupils are independent readers, enjoying a range of stories, poetry and reference books. Most are fluent readers with good expression. All of the pupils talk knowledgeably about the stories they are reading and are beginning to make suggestions as to what might happen next. The pupils are developing research skills and know how to use the contents and index pages of reference books to find information. There is a regular book club and a book fair. Parents are encouraged to hear their children read and a record book is provided for them to make comments.

56. Standards in writing in Key Stage 1 are broadly average, but should be higher. The pupils write stories that are lacking in the use of descriptive vocabulary. Punctuation, particularly in free writing, is often forgotten, even the use of full stops and capital letters. This is noticeable in the work of all but the brightest pupils. Spelling is variable with a few pupils struggling to spell accurately even the most commonly used words. The majority write in sentences, but few use a complex structure. The use of good descriptive writing is limited, although there are good examples where pupils use graphic phrases such as, 'Shooting stars exploding...' and '...like a toffee apple melting on your tongue.' The pupils are given opportunities to write for different purposes, such as retelling fairy stories, news items, giving instructions and providing information. The teachers provide a variety of tasks to develop punctuation, spelling and handwriting. All pupils are encouraged to use cursive script, but few use this style on a regular basis. The presentation of some work is neat, but this is not consistently the case and standards vary widely.

57. By Year 4, attainment in writing is still broadly average. Various writing tasks are set, including poems, book reviews and play scripts. Again, however, the pupils do not always use punctuation effectively and in free writing some forget even the most basic elements. Although their accuracy in spelling improves, there are still too many examples of the pupils repeatedly making common errors. Similarly, cursive script is encouraged, but not all pupils use it consistently.
58. The pupils enjoy their literacy sessions and are keen to participate. They are encouraged to use appropriate vocabulary such as title, author, fiction, and non-fiction. They listen to texts with interest and some excitement, and respond with enthusiasm to questions and discussions. A good example was seen in a Year 1 and 2 lesson where the pupils responded well to, 'The Big Sneeze' and offered well considered answers to the teacher's questions. Most pupils expressed enjoyment and pleasure in reading, and many read regularly at home.
59. Taken overall, the pupils' learning in both key stages is good. They make good progress in reading and in their speaking and listening. Although there have been some improvements in the quality and quantity of writing, more rapid progress could reasonably be expected.
60. The quality of teaching is consistently good throughout the school. The lessons are well structured with a variety of activities that motivate and hold the pupils' interest. Effective questioning helps to extend the pupils' understanding. All teachers have good relationships with their classes, and this gives the pupils the confidence to answer questions on even the most sensitive of topics. The curriculum is delivered with enthusiasm; it encourages the pupils to succeed and has a positive effect on their learning. The pace of the lessons is good. The weakest element of the teaching is the marking. Although work is regularly checked, the marking is not rigorous or precise enough to provide the pupils with clear guidance about what they need to do to improve. Consequently, they continue to make the same mistakes. The monthly story writing session is helpful in developing the skills of extended writing, but with a more rigorous marking regime it could provide the pupils with specific targets for improvement.
61. The teachers give the pupils a good range of opportunities to write in other subjects of the curriculum. In these circumstances, the work is often marked for content but spelling and punctuation are overlooked. In some cases, the pupils repeat simple errors time and again without correction. Throughout the school there is need for clearer, consistent marking that helps the pupils to improve their writing.

MATHEMATICS

62. Standards in mathematics are well above average at the end of Years 2 and 4 because the curriculum is very well organised and the teaching consistently good throughout the school. The school has successfully built upon the above average standards reported at the last inspection.
63. When the pupils start school they quickly develop their counting skills. By the time they leave the Foundation Stage, most are exceeding the levels expected of them.
64. The lessons are well planned with a very clear purpose. The teachers make good use of the learning resources in order to match the tasks they set to the pupils' needs and abilities. For example, they use mathematical games and activities very

effectively to develop the pupils' knowledge and understanding of place value. In both key stages, the pupils are taught in mixed age classes but are set work that is appropriate to both their age and ability. The tasks are carefully modified for the pupils on the special educational needs register. The teachers use their good mathematical knowledge to give clear explanations and to pose questions that challenge and motivate the pupils. In a lesson in Year 1 and 2, the pupils used wipe clean white boards with great enthusiasm to respond to the teacher's rapid questions. In Year 3 and 4, the teacher successfully stretched pupils of all abilities. Her careful interventions probed and questioned them, taking their learning further and ensuring that they maintained their concentration and worked at a good pace. This was very evident when she challenged the pupils to find ways of checking the accuracy of their calculations. The pupils responded very positively, showed clear enjoyment of the challenge and set about the task eagerly. Whole class sessions are generally used well by the teacher to consolidate learning and to check the pupils' understanding. Occasionally, insufficient time is allowed for this element of the lesson.

65. The teaching assistants play an important role in supporting both individuals and groups of pupils. They provide the pupils with well-focussed activities that benefit considerably from constant adult questioning and explanation. As a result, they contribute significantly to the good levels of achievement and progress made in mathematics in both key stages.
66. Analysis of the pupils' work shows that by the end of Year 2 they are confident users of both analogue and digital time, successfully working with minutes and seconds to solve simple everyday problems. They also have a good understanding of number and can double, find a half and round a figure to the nearest ten. The more able mathematicians can work confidently using numbers to 5 to multiply and divide. By the end of Year 4, the pupils consistently use mathematical notation accurately and employ the correct terminology, for example, a heptagon. Their work indicates that they acquire knowledge and skills at a good pace and are achieving well. The teachers mark the work, but there are occasions when more detailed comments might be used to clarify the misunderstandings and errors found there.
67. The numeracy strategy is well developed, and increasing use is being made of information technology within the mathematics curriculum. Although there is no formal co-ordinator to manage the subject, the teachers work together closely to ensure that they share a common understanding of the curriculum and tackle together any problems that might arise. This strong teamwork approach has a beneficial effect on the overall provision for mathematics.

SCIENCE

68. Standards in science are well above average throughout the school and have improved significantly since the last inspection. Scrutiny of the pupils' work shows that they are achieving well and making good progress throughout the school. In Key Stage 1, they move from completing simple worksheets about 'pushing' and 'pulling' to making simple predictions about what will happen in given circumstances. For example, they investigated and made predictions about how chocolate might change when it is heated and cooled. Some of the more able pupils can also draw conclusions from their investigations. This could be seen, for example, when they

tested balls made of different materials to see if they would bounce and whether a range of materials would stretch, squash, bend or twist. In years 3 and 4, the pupils have completed much interesting work on the properties of plastic, the dangers of electricity and the effects of insulation. As the pupils, move through years 3 and 4 their predictions, the details they record and the conclusions they draw become more accurate, This was evident, for example, in their investigations into the materials that create a shadow.

69. The curriculum for science is well planned and draws upon the nationally published scheme of work. In the one science lesson seen during the inspection the planning was clear, the task carefully explained and the resources easily accessible for the pupils. From this lesson in Years 3 and 4, it was very clear that the pupils are developing their investigative skills very effectively and that this has a major influence on the high standards attained in science. Some of the younger pupils were not absolutely clear about what conclusions they could draw from their investigation to find out why teeth are different shapes. By incisive questioning, the teacher then successfully teased out from the evidence they had collected a sensible and well supported statement. In this lesson, the pupils were learning very effectively as a result of very knowledgeable and skilful teaching.

THE OTHER SUBJECTS OF THE CURRICULUM including art and design, design and technology, geography, history, information and communication technology, music, physical education and religious education

70. By the end of Year 4, standards in all the other subjects of the curriculum are above average, except in information and communication technology where they are average. The overall picture is much stronger than when the school was last inspected because there have been significant improvements in the planning of the curriculum and the lessons. There are also better resources in information technology, music and religious education. The teachers create good opportunities for the use of literacy and numeracy skills across the curriculum, but the pupils do not derive maximum benefit from this because the marking, particularly of their writing, is not precise enough. There are much improved opportunities for the pupils to develop their information and communication technology skills. Each class now has a lesson in which specific skills are taught. These skills are then practised throughout the following week and built on in the next lesson. During the inspection, there was a good lesson in which the pupils were taught how to cut and paste. Through these lessons they are acquiring good skill levels, but at the moment information and communication technology is not used widely enough to support learning across the curriculum.
71. Standards in art and design and design and technology are good and benefit from the input of a specialist teacher. One afternoon each week is given over to a carousel of interesting activities. In the lessons seen during the inspection, the pupils in Year 1 were developing an awareness of tone using colour washes, chalk and pastel to create landscapes. The teacher built effectively on an earlier lesson about the work of the artist, Turner. As a result, the pupils successfully created impressions of landscapes that were of a high standard. In another lesson, older pupils in Years 3 and 4 used photographs of people to extend their awareness of how relationships are portrayed in images. At the start of the lesson, they discussed the photographs, and the teacher skilfully interjected questions to draw out the important points. They then worked in groups to arrange each other into 'families' and ' groups of friends' in a way that conveyed the nature of the relationship.

Finally, they made draft sketches as a basis for later work. This was a particularly well-structured lesson in which the pupils made clear gains in their knowledge and understanding. Although only one lesson of design and technology was seen it is clear from the preparation and evaluation of previous products that standards are above average. In a lesson in Year 2, the pupils effectively planned and made a fruit salad. Through very careful preparation and with due consideration of hygiene and safety, the teacher provided an opportunity for the pupils to cut, slice, grate and peel a range of different fruits. They were keen to evaluate the end results!

72. Analysis of the pupils' work indicates that standards in history and geography are above average. This evaluation is further supported by observations of two geography lessons. No history lessons were taught during the inspection. In history, the pupils complete an interesting range of tasks in Key Stage 1 including putting telephones in order of their age and finding out about important figures such as Florence Nightingale and George Stephenson. By the end of Year, 2 the pupils are able to identify evidence from photographs, which they can then place on a timeline. In Key Stage 2, the pupils continue to develop their historical knowledge and their understanding of chronology. This is well illustrated in their historical study of Crowle. It includes a number of interesting tasks such as a comparison of levels of literacy between 1840 and 1900. Much of this study also provides opportunities for the pupils to develop their geographical skills in using maps. The range of work undertaken in geography is not as extensive as in history. Nevertheless, the pupils in Key Stage 1 used their good knowledge of the seaside and their developing understanding of maps and plans to locate key features on an outline plan of a seashore and promenade. Some pupils also understood how to make a key and knew that it is often placed in the bottom corner of a map. The teaching of geography is good because the teachers use good resources, set out tasks and activities clearly and support the pupils effectively.
73. The school has limited facilities for physical education on site, but is now able to use the parish hall for lessons when the weather is poor and the playground inaccessible. The lesson for pupils in reception and Year 1 seen during the inspection took place in the playground. The standards exceeded expectations in this lesson. The pupils achieved well and made good progress in their ability to control a ball and vary their own movements. This was because the teaching was very good. The lesson was well structured with a good warm up and activities developed at a rapid pace to maintain the pupils' interest. The teacher involved the children in quick demonstrations to good effect and questioned them thoughtfully in between activities. As a result, they responded and behaved very well. The school makes good use of coaches and coaching schemes when these are available and at other times the teachers run after-school activities that supplement the physical education curriculum, such as football and skittle ball.
74. There was no opportunity to observe music being taught during the inspection so no judgements could be made about either the standards or the extent of the pupils' achievement. The last report found standards in music to be below expectations. There was no scheme of work, inadequate resources and too few opportunities for the pupils to perform. The situation has improved significantly. There is a greater variety of instruments and more opportunities are offered for performance, such as the local schools' music festival and celebrations at Christmas, Easter, Harvest Festival and the end of the school year. Through discussion with pupils from Years 3 and 4, it was possible to ascertain that all elements of the music curriculum, including composing, singing and performing are now taught. The pupils are able to

name a variety of instruments, clap a rhythm pattern, talk about their favourite songs and music, but they do not use appropriate vocabulary such pitch and dynamics. They have opportunities to hear and appraise both western and non-western music. A specialist teacher is now employed to teach music to each year group. However, there is no scheme in place and consequently the planning of the work still lacks sufficient detail.

75. The standards in religious education in both key stages have improved since the last inspection and are now in line with the expectations of the locally agreed syllabus. The coverage of the curriculum has improved as the school planning now relates closely to the agreed syllabus. Consequently, the pupils make satisfactory progress across the school, gradually widening their understanding of their own and other faiths. They successfully learn about aspects of other religions such as Judaism and Hinduism as well as Christianity. Festivals such as Diwali, Holi, Christmas and Easter are studied. As a result, the pupils are beginning to appreciate the importance of religion and are becoming familiar with stories from the Bible and other holy texts. In order to give the children first hand experiences of different places of worship, there have been visits to a Cathedral, the local church and a Hindu temple. The quality of the teaching of religious education is generally good, and in some lessons it is very good. The teachers' own knowledge and interests in the subject help to motivate the pupils to learn more about the lifestyle and beliefs of others. They use questioning effectively to develop the pupils understanding and give them the confidence to respond. They provide an appropriate range of activities that motivate the pupils and encourage them to contribute to discussions. As a result, the pupils find the lessons interesting and enjoyable.