

INSPECTION REPORT

INGOLDISTHORPE CE FIRST SCHOOL

King's Lynn, Norfolk

LEA area: Norfolk

Unique reference number: 121134

Headteacher: Mrs Carol Mahony

Reporting inspector: John Heap
18824

Dates of inspection: 15 - 16 October 2001

Inspection number: 217448

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 category:	Voluntary Aided
Age range of pupils:	4 - 8
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Peter Roberts
Date of previous inspection:	27 th September 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18824	John Heap	Registered inspector	Special educational needs English as additional language English Science Information and communication technology Design and technology Physical education	What sort of school is it? The school's results and achievement How well are pupils taught? How well is the school led and managed?
12707	David Dawson	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
15028	Janet Dye	Team inspector	Under-Fives Equal opportunities Mathematics Art Geography History Music	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a voluntary aided Church of England school that serves pupils aged four to eight years from a social background that shows few signs of deprivation. Most pupils live in and around the village of Ingoldisthorpe, which is eight miles from the town of King's Lynn and a mile from the royal estate at Sandringham. The village is well established and has a mixture of local authority and private dwellings. There are 55 pupils on roll: 28 boys and 27 girls. The school does not have a nursery. There are three pupils (6 per cent) entitled to free school meals; this is below the national average. All of the pupils are of white ethnicity and there are none that speak English as a additional language. Eleven pupils (20 per cent) are on the register of special educational needs, an average figure. Two pupils (3.6 per cent) have a statement of special educational needs and this is above the national average. There is a small range of special needs and the majority are on the early stages of the special educational needs register. The levels of attainment of pupils entering the Reception class are broadly average; however, there were only two children this year. There are two classes in the school and they both cater for pupils of more than one age group. The level of mobility amongst pupils is around 12 per cent; slightly more are joining than leaving. The most significant changes from the last inspection are:

- a rise in pupils on roll;
- a complete change of staff.

HOW GOOD THE SCHOOL IS

This is a satisfactory and improving school. Standards are average and, overall, achievement is satisfactory. Teaching is satisfactory and the school provides a sound education and support for pupils with special educational needs. Pupils' attitudes and behaviour are good. The headteacher has a strong and clear vision for the school that enables sound leadership and management to flourish. Educational and social inclusion are promoted well. The school provides satisfactory value for money.

What the school does well

- The headteacher is effective and she is well supported by the chair of governors.
- Pupils' attitudes, behaviour and personal development are good.
- Provision for spiritual, moral, social and cultural development is effective.
- Procedures for judging pupils' attainment and tracking pupils' progress are good.
- The school has very effective links with parents. They contribute to children's learning very well.

What could be improved

- The standards of higher attaining pupils are lower than they ought to be in English and mathematics.
- The quality of teaching (which is satisfactory) and learning is lowered by inadequate expectations, accommodation and resources.
- The knowledge and understanding of the school by new teachers and governors lacks depth.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1999. Since that time there has been a monitoring visit from an Additional Inspector in May 2000. At the time of the last full inspection the school was judged to have serious weaknesses, particularly in the work of the governing body. Good progress on this issue was reported at the review in 2000 and this improvement has continued. A further development is the appointment of a permanent headteacher after a prolonged period of change and uncertainty. Parents rightly identify the work of the headteacher as a significant improvement. Standards are improving soundly and this is due to improvements in teaching and more appropriate use of pupils' attainment data to form realistic targets. However, there should be greater improvement in the standards and provision of higher attaining pupils, particularly in Year 3.

Other improvements include:

- parents', carers' and community views of the school;
- monitoring of standards and teaching;
- provision for special educational needs;
- health and safety procedures;
- value for money.

Due to the extensive changes in staffing and governors there is an understandable lack of coherence in the overall direction of the school. This needs to be improved in the near future through in-service activities that emphasise team-building, a common understanding of policies, particularly relating to high attaining pupils and the methods and practices required to build on already learned basic skills. The appointment of a headteacher with clear values and good attitudes is having a positive effect on this process.

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			
	all schools			similar schools
	1998	1999	2000	2000
reading	B	D	D	E
writing	A	C	C	C
mathematics	E	E	E	E

Key

well above average A

above average B

average C

below average D

well below average E

There has been a significant dip in the standards of seven-year-olds over the last few years and this has coincided with the lack of confidence shown by parents and the heavy upheaval in the school, mainly in the staffing. There are signs that standards are rising once again, particularly over the last two years. The new headteacher has introduced the tracking of pupils' achievements from arrival and this has successfully led to realistic targets being set for individual pupils. Although the standards of seven-year-olds are beginning to rise again, they are not as high as they ought to be, mainly because:

- judgements of attainment are not used effectively to match appropriately work to pupils;
- English and mathematics skills are not being used fully in other areas of the curriculum;
- there are too few opportunities for pupils to learn independently.

Trends in results are inconsistent, but they are generally lower than the levels achieved around 1997. However, analysis needs to be cautious because of the small numbers of pupils in the year.

In the Foundation Stage, children achieve the nationally expected early learning goals by the end of the Reception year in knowledge and understanding of the world, communication, language and literacy, creative, physical and mathematical development and personal, social and emotional development.

Attainment, as judged from the work seen on the inspection, is in line with expectations in English, mathematics, science, information and communication technology, design and technology, history, art and physical education. There was insufficient information to judge attainment in geography and music.

Pupils with special educational needs make satisfactory progress in relation to their prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Interested and involved in all activities. Good concentration and perseverance.
Behaviour, in and out of classrooms	Good. Sensible and thoughtful actions are the norm. There have been no exclusions.
Personal development and relationships	Good relationships are fostered, between pupils and also between pupils and adults. Pupils are responsive to the responsibility they receive. Polite and kind to all.
Attendance	Satisfactory. However, the number of family holidays is growing and this has an adverse effect on rates of attendance. Unauthorised absence is below average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Year 3
Quality of teaching	Satisfactory	Satisfactory	Satisfactory

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

Overall, the quality of teaching is satisfactory. In English and mathematics teaching is satisfactory and the stronger elements outweigh the areas for improvement. Improvements are needed in both subjects, most particularly in the quality of provision for higher attaining pupils. There is an overuse of prepared worksheets and this is limiting the more independent work that pupils find interesting and are capable of achieving. This results in inconsistent standards.

Throughout the school, teachers are hard-working, plan their lessons well and develop good relationships with pupils. In the Foundation Stage, role-play is used well to develop spoken language and thinking skills. In Key Stage 1, good management and control are features and these aid learning by enabling pupils to concentrate well. In Year 3, whilst there are good examples of open-ended activities, they are too few and this means that independent learning is not promoted sufficiently. The use of the judgements of pupils' attainment to plan future work is unsatisfactory, consequently learning is hampered because the pace is slow and pupils produce less work than they are capable of.

The teaching of literacy and numeracy is adequate in relation to the basic skills. However, the use of these skills in the work of other subjects is inadequate.

Overall, the needs of all pupils are adequately met. Basic skills are appropriately taught and there is an overall competence in the teaching of the skills of reading, writing and number. Pupils with special educational needs are supported satisfactorily and they make satisfactory progress. Higher attainers are not challenged sufficiently, particularly in Year 3.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad and balanced; however, the provision for Foundation Stage children is dominated in part by the older Year 1 pupils in the same class. Very good range of activities outside lessons. The strategies for teaching literacy and numeracy skills are adequate. The provision for personal, social and health education is good. There is a strong input from the local community.
Provision for pupils with special educational needs	Satisfactory. Appropriate targets for learning are identified in the individual education plans. Pupils are well supported by adults and their needs are monitored closely.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school provides strongly for all aspects of personal development. This is appreciated and supported by the parents. The provision for spiritual and cultural development has improved since the last inspection. Pupils are particularly happy about the 'Child of the Week' award.
How well the school cares for its pupils	Good. Procedures for child protection and ensuring pupils' welfare are good. Procedures for judging pupils' attainment are good, but the use of these judgements to guide teaching and the curriculum is inconsistent.
Relationship with parents	Parents' and carers' views of the school are very positive. Parents support the work of the school well and attendance at events is good. The quality of information for parents is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is effective and has a clear vision for the school. She has a sensitive and caring manner and this provides her with the opportunity to garner support from all of the school community. She is delegating responsibilities appropriately.
How well the governors fulfil their responsibilities	Satisfactory. The chair is an effective leader of the team and he gives good support to the headteacher and the school in general. Parents appreciate his hard work and accessibility. Committees carry out much of the detailed work satisfactorily.
The school's evaluation of its performance	Satisfactory. The level of monitoring, in classrooms and through other means, is sound. Development planning identifies appropriate priorities and there are regular evaluations of activities.
The strategic use of resources	Satisfactory. The finance committee monitors closely the expenditure. Educational priorities are appropriately costed and earmarked funds are deployed properly. The school employs adequate principles for achieving value for money in its buying.

There are sufficient staff to match the demands of the curriculum. Accommodation and learning resources are inadequate.

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 quality of teaching. Feel comfortable approaching the school. Expectations of the child to work hard. The way the school is helping the child to become more mature. The closeness of the school/parent partnership. The interesting range of activities outside lessons. 	<ul style="list-style-type: none"> The information about their children's progress. Homework.

Inspectors agree with the positive comments. They also judge that the school provides good information about pupils, including a considerable amount of information that is given in informal settings. The provision of homework is satisfactory; the type and amount is like that of similar schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Early judgements of children's attainment show that the majority enter the Reception class with broadly average standards. Children achieve satisfactorily and enter Year 1 with average attainment. The majority of children attain the early learning goals in knowledge and understanding of the world, communication, language and literacy, creative, physical and mathematical development and personal, social and emotional development. These are similar judgements to the last report.
2. Results in national tests have to be treated with caution because of the small numbers involved. However, it can be seen that standards have dropped since 1997. The fall in standards seems to have coincided with major upheavals in the school and a loss of confidence on the part of the parents. Standards look to be recovering and there is clear evidence that parental confidence is being repaired successfully. In the unvalidated scores for 2001, the vast majority of pupils achieved the expected Level 2 in reading and writing and eight in ten pupils achieved the expected standard in mathematics. This is an improvement. The school's focus is now to turn towards raising attainment and achievement amongst the higher attainers. Inspectors agree with this focus. In relation to comparisons with similar schools, results are low in reading and mathematics, but average in writing.
3. Overall, standards of work seen during the inspection are in line with national expectations and, in general, this represents satisfactory achievement. This is a similar judgement to that of the last inspection and shows that standards are recovering after the period of uncertainty and upheaval. Part of this process of improvement is linked to the recent setting up of procedures to track pupils' levels of attainment from the time they enter the school. This work also provides the headteacher with assistance in target-setting and the present targets are realistic for the majority of pupils. However, there is a need to be more ambitious in relation to higher attaining pupils. Pupils with special educational needs make satisfactory progress in relation to their prior levels of attainment.
4. By the age of seven and eight, standards of work seen during the inspection are in line with expectations in English, mathematics, science, information and communication technology, art, design and technology, history and physical education. There is insufficient information to make a secure judgement about geography and music.
5. In English, standards in speaking and listening are above expectations by the ages of seven and eight. The majority of pupils have a broad vocabulary and most listen well and sensitively. On occasions, higher-attainers talk very lucidly, usually from their own experience. Standards in reading meet expectations at ages seven and eight. The majority of pupils are fluent and accurate readers who know their books well. However, the range of reading for higher attaining seven-year-olds is not wide enough, mainly because there is insufficient use of reading in other subjects. By the age of eight, the higher attaining pupils read very well and there is a gap between their standards and those of the rest of the pupils. This is most noticeable in their accuracy and fluency levels. Standards in writing meet expectations at ages seven and eight. Throughout the school, skill levels are sound in handwriting and

punctuation but inconsistent in spelling. Standards are not as high as they might be because the balance between extended writing and exercises on worksheets is too heavily weighted towards exercises. A further complication is that there are insufficient opportunities to write in other subjects.

6. In mathematics, standards are in line with national expectations by the ages of seven and eight. The majority of seven-year-old pupils add and subtract to 100, understand the value of numbers and successfully multiply and divide. Most pupils know simple vulgar fractions and compare lengths and weights using conventional units. By the age of eight, mental arithmetic skills are becoming refined, so that pupils count in sequences from different starting points. They discuss methods of working and explain reasons for coming to an answer. There is a greater knowledge and understanding of number. However, the overuse of commercially prepared worksheets has meant that too many pupils do not take enough care with their setting out and this means that they sometimes get in a muddle. Higher attaining pupils work competently on number patterns, glean information from block graphs and round numbers up and down successfully.
7. Attainment in science is in line with expectations by the ages of seven and eight. By the age of seven, pupils have sound knowledge of life and living things, materials and forces. Higher attaining pupils have good observation skills, record well and show greater independence. All pupils are relating information with increasing detail. By the age of eight, pupils build on their work in Year 2. Their understanding of similarities and differences is improving and this gives them an insight into changes in living things and helps them to predict possible outcomes. They know and understand the need to test and this encourages them to plan and experiment.
8. In information and communication technology, standards are in line with national expectations. Attainment by the age of seven is in line with national expectations and achievement is satisfactory. By the age of eight, pupils' attainment is in line with that expected for their age and progress is satisfactory. Examples of pupils' work and displays in classrooms are of a satisfactory quality and indicate pupils' experiences of word processing, data handling, picture creation, adventure simulations and control technology. Opportunities to use information and communication technology are available in all classrooms for all pupils. Pupils use information and communication technology confidently as a tool for communication, for investigation, for control and for reinforcement of numeracy and literacy skills across the curriculum.
9. Standards in literacy are generally satisfactory. However, this is lower than they should be because there are insufficient opportunities for pupils to use their reading and writing skills in the full range of curricular areas. Nevertheless, some good writing was seen in geography, with the extended pieces about the Horta family in Mexico. Descriptive writing about visits, to such places as Duxford and to Norwich Cathedral, show what is possible when pupils are given the opportunity. In science, higher attaining eight-year-olds write up their investigations lucidly. Pupils use numeracy skills, knowledge and understanding soundly. Teachers take every opportunity to count, add and subtract when suitable activities arise in general lessons for instance, Year 1 pupils counting round a circle during discussion time. In history, pupils in Year 3 understand the segments of time on a time line about World War II.
10. Pupils with special educational needs make satisfactory progress towards the targets in their individual education plans. They receive adequate support from teachers and support staff.

Pupils' attitudes, values and personal development

11. Pupils' attitudes and behaviour are good overall. The attitudes of pupils to their learning and the interest and involvement that they show in all school activities are good and this confirms the views of parents that most of their children like coming to school.
12. The positive attitudes were demonstrated in a whole-school sharing assembly in which children participated enthusiastically, a whole-school assembly on the World Food Day theme, taken by the local vicar, who is a school governor, and a personal, social and health education session in which pupils from Years 2 and 3 participated in a lively discussion about bullying and racism. In response to the school's effective provision for spiritual and moral development pupils show a mature respect for the differences, feelings, values and beliefs of others. Throughout the school, pupils concentrate well on their tasks and persevere, even when they are finding their work difficult.
13. Pupils' behaviour around the school, in assemblies, at break and at lunch-times is good. No bullying or oppressive behaviour was observed during the inspection and there have been no exclusions. Most pupils demonstrate an understanding of the impact of their behaviour on others and share in the responsibility for implementing the school's positive behaviour policy, as expressed, for example, in displayed classroom rules and signed by pupils, teachers and other adults. There is a system of rewards for good behaviour and sanctions for inappropriate behaviour, which are applied consistently. The school's positive behaviour policy is strongly linked to the raising of children's self-esteem and this is demonstrated by the "Child of the Week" process. Pupils look forward to being the "Child of the Week" because of the opportunities that the status gives them for taking responsibility in the classroom and the appreciation showed by their peers at the end of the week. Pupils take on personal responsibilities around the school. They help with classroom jobs from the Reception year onwards and Year 3 pupils take responsibility at lunch times for younger children who may recently have started school or who have transferred from other schools. Some pupils help each other during lessons without being asked and can make progress on the tasks set them without needing to be closely supervised.
14. Relationships between pupils are good overall. They are polite and kind to one another and take trouble to welcome newcomers to the school, including inspectors. Any potential problems with relationships are resolved wherever possible through the use of circle time which underpins the good behaviour and relationships.
15. Pupils' attendance is satisfactory in comparison with similar schools. However, a significant minority of pupils have been absent from school during term-time on family holidays. The headteacher has already indicated to parents her concerns about the impact of these absences on pupils' learning and this is an issue for the school's improvement plan.

16. Pupils with special educational needs have good attitudes to their work and the school. This is directly related to the good quality of the support and the positive ethos in the school. Behaviour is good and pupils are polite and caring in their dealings with other pupils and adults.

HOW WELL ARE PUPILS TAUGHT?

17. Overall, the quality of teaching, including the use of homework, is satisfactory. Good lessons were observed in each key stage and taught by each of the teachers. A single unsatisfactory lesson was taught in the Foundation Stage. This is an improvement on the standard reported in the last inspection report and in line with the improvement reported by the Additional Inspector at the review in May 2000. Teaching is satisfactory in English, mathematics, science, information and communication technology and design and technology. There was insufficient evidence to form a secure judgement in art, geography, history, music and physical education.

Foundation Stage

18. Overall, the quality of teaching is satisfactory. Where the teaching is good, as in knowledge and understanding of the world, there are significant strengths:
- opportunities for children to talk about their own experiences;
 - good role-play, in an area that changes regularly; for instance, it is a surgery at present;
 - enthusiastic support from adults.

As a result, children learn quickly and respond well to stimulating questioning. However, there are also areas for improvement, most particularly in communication, language and literacy. For example:

- occasionally, organisation is weak and this leads to children having too little time to complete their activities;
- sometimes the length of the input from an adult is too long and this leaves the children with too short a period of working independently and developing the appropriate skills;
- the range of resources is too narrow to encourage pupils' language development and engagement in co-operative play.

Key Stage 1

19. The majority of lessons observed were satisfactory and the evidence from the scrutiny of pupils' work supports this view. In general, teachers have satisfactory knowledge and understanding of the subjects they teach. However, because they are new to the school, there is some lack of understanding in the specific needs and demands of this school. Overall strengths include careful planning, objectives shared with the pupils, and teachers providing effective role models for pupils, particularly in the quality of reading. In a Year 2 literacy lesson, the teacher read the story in an interesting and amusing way and this got an enthusiastic response from pupils who were listening well. In a Year 2 science lesson, the driving force of the lesson was the useful recap of previous work at the beginning which led to animated, sensible and knowledgeable answers to the teacher's questions. The best teaching was observed in a Year 2/3 physical education lesson, where the strengths were:

- good management and control that enable pupils to concentrate fully on the taped instructions and music;
- good use of pupils as exemplars of good practice, particularly the interpretation of mood in the music. As a result, pupils expend a great deal of energy and show great enjoyment;
- the warm up and cool down activities were effective and this allowed the pupils to take a full part in the lesson and perform productively.

20. The areas for improvement are two-fold:

- the need to reduce the overuse of worksheets, particularly in English and mathematics;
- insufficient use of literacy and numeracy skills across the curriculum.

This leads to inconsistent standards in pupils' basic skills such as handwriting and spelling.

Key Stage 2

21. Overall, the quality of teaching is satisfactory. Teachers have a satisfactory knowledge and understanding of the subjects. In the best lesson, a Year 2/3 personal, social and health education session, problematic issues such as “bullying” and “racism” were discussed. The quality of questioning is good and draws attention to the ways that bullying can come about; effective management and control strategies allow pupils to have equal opportunities to speak and make points. The good discussion about bullying and racism is led, but not dominated, by the teacher and the crucial discussion point about racial differences and tolerance was made by a Year 3 pupil. Other strengths include effective plans that ensure that pupils are clear about the objectives, talk readily about the activities and get on with practical aspects at a brisk pace. For example, in a Year 2/3 mathematics lesson pupils spot two-dimensional shapes in a three-dimensional shape, such as a rectangle on the face of a cuboid. Unfortunately, activities like this are an exception rather than the norm. As a consequence, practical activities are too few and the expectations of the pupils are often too low, particularly for the higher attainers. This problem is worsened by the fact that the judgements of pupils' attainment are not always used effectively to match work to the individual. Pupils' learning is affected and this is seen in the amount of work and the slower pace shown by pupils.
22. The teaching of literacy and numeracy is adequate in terms of the basic skills. However, the opportunities to use good reading and writing skills in the acquisition of knowledge and recording are too limited. When pupils are provided with the chance to read and write more widely, they respond well, for instance in long pieces about visits and in writing poetry. A particularly useful initiative is the “Readathon” for which pupils and parents are full of praise. The general judgement is that it strongly motivates pupils to read and for their parents to support them. The use of information and communication technology is presently restricted to supporting work in literacy and numeracy. There are appropriate plans to broaden this, but the school has suffered badly from inappropriate programs installed in the machines and a lack of maintenance.
23. The teaching of pupils with special educational needs is sound. Pupils receive appropriate support from teachers and learning assistants.

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

24. The curriculum is broad and balanced and provides a satisfactory range of learning opportunities for pupils in each key stage. It is successfully supported by a good range of visits, visitors and activities organised outside lessons which enhance pupils' experience and learning. This represents an improvement on the findings of the last inspection, when the activities outside lessons were under developed. The programmes of study include all the areas of learning in the Foundation Stage, all subjects of the National Curriculum and religious education. The curriculum meets all statutory requirements including a policy statement on the misuse of drugs and appropriate planning for sex education. Personal, social and health education are planned carefully as a discrete area but are often linked effectively to other aspects of the curriculum. There are good links with the local community. The local vicar takes an assembly each week, governors take an active interest in curriculum developments and parents support the school well.
25. Appropriate emphasis is placed on English and Mathematics with daily sessions for literacy and numeracy. Skills in information and communication technology are taught satisfactorily. The provision made for pupils with special educational needs is satisfactory and these pupils make sound progress. The provision made for pupils in the Foundation Stage is satisfactory overall but, currently, they have insufficient access to available resources to extend their learning across all areas of the curriculum. The school is continuing to review and develop provision for the youngest pupils. The school has invested in additional teacher assistants to support literacy and numeracy and this has helped in the organisation and management of mixed age classes of varying abilities. It is continuing to review and develop its provision for higher attaining pupils, particularly those in Year 3.
26. Overall, the allocation of time to subjects in Key Stage 1 and Key Stage 2 is satisfactory. The National Literacy and Numeracy Strategies are being satisfactorily implemented and other subjects have adequate time. The school has adapted nationally recommended documents for subject planning and these are being systematically reviewed and adapted to meet the school's needs.
27. The school ensures good access to the curriculum for pupils and full social and educational inclusion. Boys and girls and pupils from different backgrounds work and play well together and are given opportunities to take part in extra-curricular activities at lunchtime and after school.
28. Provision for pupils with special educational needs is satisfactory. All Code of Practice requirements are met. Individual education plans provide sound targets for learning and pupils make satisfactory progress. Support within the classroom is sound.
29. The curriculum is enhanced by a wide range of activities that are extra to the set curriculum. There are opportunities for pupils to take part in drama, football, swimming, music and learning to speak French. Other activities which enrich the curriculum include visits to museums, bookshops, local places of interest, including castles, churches, farms and the beach, as well as visits to the cities of London and Norwich. The pupils in Year 3 also take part in a three-day residential visit with a range of activities including environmental studies. Visitors to school have included the local police, a nurse and a vicar as well as authors, storytellers and musicians. The visit from veterans and evacuees and the visit to Duxford War Museum was

particularly successful and provided a great deal of information and stimulus for the pupils' learning about the Second World War. All these experiences have a positive impact on pupils' learning about the wider world. The school has good links with local playgroups and the local middle schools which include staff and pupils' visits and the exchange of personal and educational records and information.

30. The planned provision for pupils' personal development is good. Pupils are treated with care and respect. They are given some opportunity to set their own targets for improvement. Achievements are rewarded in assemblies and by personal praise and written comments. This helps pupils to be aware of their progress and motivates them to learn. However, currently there are too few opportunities for pupils to carry out their own research and investigation in lessons.
31. Arrangements for pupils' spiritual development are good. The school has a clear set of aims and values, which are shared and well supported by parents and all staff. Spiritual development is promoted through assemblies, religious education and in other subjects as the occasion arises. School staff and the local vicar lead assemblies. They share their interests, experience and feelings with the pupils who respond sensitively. Care is taken to establish a quiet atmosphere and pupils respond well to the music, singing, prayer and meditation. Pupils are encouraged to show concern for others less fortunate than themselves and to take pleasure in the wonders of the world. They also develop an understanding and respect for the beliefs of others as they study Christianity and learn about other world religions.
32. The provision for pupils' moral development is good. They are taught to understand the difference between right and wrong and to play fairly. Adults provide good role models of co-operation, kindness and care. Moral issues are discussed as they arise. Adults and pupils have agreed the school rules and pupils behave well and care for each other. The school promotes good behaviour through the use of praise and encouragement and by recognising achievement in assemblies. Incidents of poor behaviour are very low. The quality of relationships between all staff is good, which sets a good example for the pupils.
33. Good provision is made for pupils' social development. From their earliest days in school, pupils are encouraged to be kind, to share and take turns and to respect each other's possessions and views. Throughout the school, pupils co-operate well together in lessons, break-times and lunch-times. Older pupils help younger ones and share space and materials fairly. They respect others' views in discussions and are concerned about the welfare of others. Some older pupils have responsibilities around the school. Other experiences, such as involvement in performances, listening to the experiences of visitors and visits in the local area and further afield, all help to extend pupils' social awareness.
34. Provision for cultural development is good. The pupils experience a range of texts in literature and these include the work of well-known writers and poets. In art, they explore a range of media themselves and see the work of well-known artists. They listen to music from a range of traditions as well as singing and playing themselves. In history, they learn about past times and, in geography, they begin to learn about their own area and contrasting ones. The visits to places of interest and visitors to the school enrich pupils' understanding of their own and other cultures. Pupils are becoming increasingly aware of the multicultural society in which we live and of the wider world and their place within it.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Procedures for assessing and monitoring pupils' academic performance and welfare are effective overall. All pupils have a personal development file which contains commentaries on their physical, social and emotional development, and general development and attitudes to learning throughout their career in the school. Individual achievements against national performance standards, annual individual targets, work samples and pupils' self-assessments are also contained in these files. The use of assessment information to guide the planning of the curriculum for pupils of different levels of attainment and ability is sound overall but is not yet being applied to set more challenging targets for the more able pupils, particularly in Years 2 and 3.
36. Effective procedures for assessing the attainment of children when they start school are in place and links with the local playgroup are being developed to ensure a smooth progression as the younger children transfer to school.
37. Teachers, support staff and other adults who help in the school provide good personal and learning support for children, based on their concern for pupils' welfare, health and safety, their knowledge of individual needs and differences, and mutually respectful relationships. Good care is taken of pupils at break and lunch-time and parents and other adults help with supervision when the children travel outside the school on visits. Staff and governors take responsibility for ensuring that the school and its surroundings are as safe as possible and meet statutory requirements. A programme of work has been undertaken since a Health & Safety audit 12 months ago which identified a number of minor potential hazards and these have been resolved. The school still awaits a programme of planned maintenance to the fabric which is now overdue for implementation.
38. The school's policies and practice for child protection meet requirements and are linked to the approach to the welfare of individuals throughout the school. In both classes there is a weekly forum at which pupils can discuss any problems or concerns which they wish to air. Teachers and other staff take up individual issues discreetly where there is a need. Sex and drugs awareness education are tackled within the curriculum at different ages as an aspect of healthy and safe living.
39. The school has effective measures for monitoring and improving attendance. Both unexplained absences and intermittent authorised absences for sickness where they occur are discussed with parents in the context of their impact on individual learning. The issue of term-time holidays continues to be tackled. The marking of registers meets statutory requirements and these are checked by the Educational Welfare Officer from time to time.
40. Measures for promoting good behaviour are effective overall. The school has clear procedures for rewarding good behaviour and sanctions for dealing with inappropriate behaviour, and these are applied consistently throughout the school. The school actively promotes and fosters values of fairness, openness, honesty and personal respect and this is reflected in the behaviour and relationships observed during the inspection. Knowledge, understanding and enjoyment of other cultures and differences of race and religion are actively promoted throughout the school, as was demonstrated in a discussion in the Years 2 and 3 classroom. The school has a clear strategy for addressing bullying and harassment should they occur and parents are strongly supportive of current practice and its results.

41. Procedures for monitoring and supporting pupils' academic progress are particularly effective and result in individual targets for future achievement which are specific, measurable and achievable by the pupils concerned and are contained in annual school reports.
42. Pupils who have special educational needs are well supported by all adults. Their individual needs and development are monitored well and appropriate action is taken at the right time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents' and carers' views of the school are very positive in all areas. Parents are committed to the school and have supported it through a period of turbulence and uncertainty. Parents feel that the school is well led, that teaching is good and that standards of achievement, attitudes and behaviour prepare their children well for transfer to junior school. Parents at the meeting with inspectors commented on the many improvements that the current headteacher has made since her arrival in the school.
44. The school's links with parents are very effective. Well-attended curriculum evenings have been held, parents attend weekly sharing assemblies, and, in partnership with the Norfolk Local Education Authority, a group of parents is currently undertaking a course on the teaching and learning of literacy and numeracy so that they can assist their children's learning, both at home and at school. Parents and other carers support the school through helping in classes, hearing pupils read, accompanying parties on outside visits and supporting fund-raising events. One of the most recent events had been an international evening involving music, dance and food from a number of countries. Parents have commented on how much they learned from this enjoyable event organised by the school.
45. The strong links between the school and families provide a framework for the further extension of home learning that involves parents in support of children's projects and investigative work. Care is taken to consult parents about priorities for future developments and policy changes. A number of parents serve on the governing body and this ensures that parents are able to participate in the school's improvement plans.
46. The quality of information provided for parents is good. Information is provided about pupils' progress, both through written reports, consultation evenings and regular informal face-to-face contact with teachers, as well as through the link book. All these contribute to the good communications between the school and parents.
47. Parents of pupils with special educational need report that they are included in all aspects of the review process and feel that the school is highly approachable. They are happy that the provision for their children meets the needs and that the children are making at least satisfactory progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The most significant improvements since the last inspection have been the development of skills, knowledge and understanding amongst the governors and the appointment of a capable and skilled headteacher. These two improvements have brought about:

- the repair of relationships with the local community;
- the redefinition of educational direction;
- increases in morale at all levels of the community;
- a satisfactory development of effective communications.

The serious weaknesses that were identified at the last inspection have been lifted and this has been brought about by significant acts of will and planning. This was highlighted, also, in the interim report prepared by an Additional Inspector visiting in May 2000.

49. The school is successfully overcoming a period of great upheaval that included having three headteachers in post in one academic year. It is clear from a range of evidence that the current headteacher has a substantial view of the direction in which the school needs to go and how to get there, for example:

- support from parents in the meeting with inspectors and in the questionnaire returns;
- the school improvement development plan;
- positive monitoring from the local education authority and realistic school self-evaluation.

Furthermore, the headteacher is appropriately delegating responsibilities to colleagues. This is particularly the case in relation to curriculum co-ordination, with the load equitably shared. The contribution from post holders is satisfactory, but there is a need to equip them with knowledge, skills and understanding to do the job and have the utmost impact. However, the headteacher and her colleagues are all new to the school and, by necessity, time is needed for settling in and learning new methods. Consequently, there are elements of incoherent work going on that need to be sorted out, for example teaching styles, methods of marking and, balancing the curriculum in areas such as literacy and numeracy. In such a small school this sort of activity is difficult to organise because of time constraints. Time must be found and the activities must include governors, support staff and volunteer helpers to ensure that all parties are pulling in the same direction.

50. The school's aims and values are appropriate and they promote and foster educational and social inclusion. Parents support them fully and feel that the present staff and governors achieve them well. Inspectors would agree mostly with their views, but consider that, at present, higher-attaining pupils are not achieving as well as they could. At present there are shortcomings in the range of opportunities for higher attainers that lowers the highest levels of achievement.

51. The governing body is now much more effective than it was at the time of the last inspection and more effective than at the time of the 2000 review. The chair is experienced and highly supportive of the school. He is regularly in school and the parents report that he is accessible to them. The work of the governing body is well documented and there is a high level of consultation. Much of the detailed work is carried out in committees. Clearly, they have received a large amount of information about the school in recent years from a variety of sources and, as a consequence, they have an up-to-date view of how things are progressing. However, they find it

difficult to judge ongoing standards and general business against their set goals. Consequently, their full knowledge of strengths and weaknesses is unsound.

52. The monitoring, evaluation and development of teaching are sound. A range of monitoring is undertaken; that which is done by the headteacher is appropriately linked to the school's satisfactory performance management strategy. Apart from the formal lesson observations, staff are also involved in work sampling, tracking individual education plans and regular analyses of teachers' planning. The development of teachers' knowledge and skills is helpfully promoted by the detailed feedback they receive. However, this process is not fully effective, partly because the staff are new to the school and partly because there is not a shared view of the way forward. Nevertheless, there is a shared commitment to improve the school and the foundations for further success are being soundly laid.
53. The school improvement development plan identifies appropriate priorities, for instance:
 - raising standards in literacy generally, and spelling in particular;
 - improving pupils' skills as independent learners.Inspectors agree that these are priorities and that the action plans that are in place are helpful and identify necessary resources. The plan is substantially for one year, but there are outline objectives up to 2004.
54. There is a sound match of teachers and support staff to the demands of the curriculum. There is a useful provision of a specialist musician to support learning in music. Arrangements for the induction of staff new to the school are sound.
55. Financial management is satisfactory and the chair of the finance committee reports regularly, and in detail, to the full governing body. The finance committee monitors closely the spending and also involves itself deeply in special projects, such as finding the finances to buy security gates. Regular monitoring takes place of earmarked funds to support pupils with special educational needs, and in other grants such as the Standards Fund. All of this activity is supported well by the use of the school's technology, particularly the tracking of expenditure. There are sound applications of best value principles; for example, the staff visits other schools to compare and learn from standards of teaching and the methods used. It responds to challenges provided by the governors, consults parents through the use of workshops on literacy and numeracy and uses competitive principles when bringing in workers.
56. The management of special educational needs is satisfactory. The co-ordinator has a good knowledge of the pupils and they are being identified more readily by the improved tracking system for individual pupils. Individual education plans are sound and are reviewed at the appropriate time.
57. Overall, the accommodation is unsatisfactory. For example, the room housing the Foundation Stage children has insufficient space for them to have a full range of activities. For instance, there is not enough space for a construction corner. There is also a very cramped area for outdoor activities and this means that children in wheeled toys have little room to manoeuvre. The older class and the library are housed in prefabricated outbuildings; however, these do not restrict the curriculum in any way.
58. Overall, learning resources are inadequate. There are shortages in the following areas, for example:

- maps in geography;
- artefacts in history;
- the breadth of materials for design technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to continue the recent improvement, governors, headteacher and all staff should:

- (1) Improve the standards of all pupils, and particularly the higher attainers by:
- developing the use of teachers' judgements of levels of attainment to inform teaching and the curriculum;
 - developing skills through the whole curriculum, including information and communication technology;
 - promoting increasingly the ability to learn independently, from the Foundation Stage onwards.

(Paragraphs: 5, 6, 9, 18, 20, 25, 35, 64, 67, 74, 80, 81, 82.)

- (2) Further improve the quality of teaching and learning by:
- increasing teachers' expectations of pupils;
 - matching accurately the activities to the pupils' levels of attainment and understanding;
 - ensuring sufficiency and efficient use of accommodation and resources;
 - maximising pupils' knowledge and understanding of their own learning.

(Paragraphs: 21, 22, 35, 57, 58, 67, 83.)

- (3) Improve the governors', staff's and volunteer helpers' knowledge and understanding of the school and its ways of working by:

- reviewing the aims of the school, particularly in relation to teaching and learning;
- agreeing a policy that guides teaching style, marking and an appropriate balance to the curriculum;
- instituting regular training in the above matters for all the parties mentioned.

(Paragraphs: 19, 49, 51)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

17

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

22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	3	13	1	0	0
Percentage	0	0	18	76	6	0	0

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

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)	N/a	49
Number of full-time pupils known to be eligible for free school meals	N/a	6

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	1
Number of pupils on the school's special educational needs register	N/a	14

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	5
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	5.4
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	5	7	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	4	4
	Girls	6	6	5
	Total	9	10	9
Percentage of pupils at NC level 2 or above	School	75(85)	83(92)	75(92)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	5	5
	Girls	6	6	6
	Total	10	11	11
Percentage of pupils at NC level 2 or above	School	83(92)	92(92)	92(92)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	49
Any other minority ethnic group	0

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)	2.6
Number of pupils per qualified teacher	21
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	83

Recruitment of teachers

Number of teachers who left the school during the last two years	2.8
Number of teachers appointed to the school during the last two years	2.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000/01
	£
Total income	120232
Total expenditure	117738
Expenditure per pupil	2402
Balance brought forward from previous year	159

Results of the survey of parents and carers

Number of questionnaires sent out

55

Number of questionnaires returned

33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	30	0	6	3
My child is making good progress in school.	45	39	9	0	6
Behaviour in the school is good.	48	36	6	0	10
My child gets the right amount of work to do at home.	55	33	12	0	0
The teaching is good.	70	24	0	3	3
I am kept well informed about how my child is getting on.	48	33	12	3	3
I would feel comfortable about approaching the school with questions or a problem.	79	18	3	0	0
The school expects my child to work hard and achieve his or her best.	55	42	0	0	3
The school works closely with parents.	64	30	0	0	6
The school is well led and managed.	61	24	3	3	9
The school is helping my child become mature and responsible.	52	39	0	0	9
The school provides an interesting range of activities outside lessons.	70	30	0	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

60. Children usually enter the Reception class at the beginning of the academic year in which they become five years old. They attend for mornings only for the first half term and then begin full-time attendance thereafter when parents and teachers feel the children can manage a full day. Most children attend full-time during the autumn term and it is expected that all will attend full time by Easter. The children are taught in a class of up to 30 children (29 at present) together with Year 1. The present class has 18 reception age children and 11 Year 1. The children are taught by two teachers each week, one teacher for four days and, the headteacher for one day, currently a Wednesday. At present, the class has two teacher assistants in the morning when the Reception children are present and a different teacher assistant on two afternoons. When the Reception children attend full-time the class will need a teaching assistant every afternoon.
61. Good contact is maintained with parents and the induction procedures ensure that children make a smooth transition from home or playgroup to school. Comprehensive records are kept of each child's development. Baseline assessment is carried out in the first half term and the results are shared with parents. Planning in the class takes account of the Early Learning Goals and the National Literacy and Numeracy Strategies. At present, the Reception children have access to a range of learning activities for about half an hour each morning before joining the rest of the class for whole-class work involving literacy and numeracy, assembly and other whole-class work on subjects of the National Curriculum. The school is continuing to improve the level of resources to stimulate and extend children's learning. There is particular need for large wooden blocks of various sizes for indoor construction, for small world materials and for display space in which to show completed work. The classroom is small for 29 children. However, the class uses the nearby hall for some activities but materials have to be cleared away for mid-morning assemblies. Children have access to their own grassed and paved area which can be used for outdoor work in good weather.
62. Most children enter the Reception class with attainment which is similar to the average for the local area. Some show above average attainment; some may have special educational needs. By the end of the Reception year, most children have made sound progress in all the areas of learning. This represents a similar finding to that of the last inspection.

Personal, social and emotional development

63. By the end of the Reception year, most children are likely to achieve the Early Learning Goals for the Foundation Stage in personal, social and emotional development. They settle happily into the class. The pre-school visits, home-school diary and easy contact between parents and staff have a positive impact on the children's sense of security and well-being. Most children soon become confident and are willing to try new experiences. They co-operate well together, have good relationships with adults and are willing to share and take turns with equipment. Generally, they understand and abide by the rules and routines of the class, though understandably some find long periods of listening to adult talk difficult. Most are able to organise some activities independently when there is an opportunity to do so and

they concentrate well. They show respect for materials and property and are interested in living things. The children have positive attitudes to learning and enjoy activities.

64. Teaching for personal, social and emotional development is satisfactory. All members of staff have good relationships with children and provide good role models. They offer caring support to develop children's skills and sense of well being. However, at present, children are given too little time in which they can develop skills and select and organise their own activities as individuals or in pairs and groups or concentrate for longer periods of time and develop independent learning skills across the areas of learning.

Communication, language and literacy

65. By the end of the Reception year, most children are likely to achieve most of the Early Learning Goals for communication, language and literacy for the Foundation Stage. Most children are likely to achieve the full range of goals for speaking and listening and be working appropriately towards the full range of goals associated with reading and writing.
66. The children have some opportunities to listen to stories in assembly and as part of the Literacy Strategy, and they enjoy singing number songs. They talk readily to each other and to adults. Most are able to talk about events in their lives and have sound general knowledge for their age group. Some are already able to recognise their names and read some words and phrases in simple caption books. All take books home to share with their parents. They understand that print carries meaning and goes from left to right and from top to bottom in English. Some know letter sounds and are beginning to write their names. The children have also enjoyed drawing and 'writing' in books about themselves entitled 'I can . . .'. As their skills develop, children have more opportunities to become authors and illustrators of books on topics of their choice, for example, 'My family', 'I like', 'My journey', etc. which can be read by others. In this way, they can see the link between talk, writing and reading and see a real purpose for their work.
67. Teaching is satisfactory overall, with strengths and weaknesses. Where teaching is good, sessions are well planned to build on children's experience and knowledge. Children have choice of activity with opportunities for extended talk with other children and adults. Adults give appropriate input and ask perceptive questions to take learning forward and give appropriate support in talk, reading and writing. Where teaching is less successful, the session is not effectively organised; children have too little time to become fully involved in activities or to complete a task. Sometimes, adult input is too long and they over-direct the work so that children have too few opportunities to develop their skills. Provision needs to be made for children to have more access to a richer range of resources to encourage language development and co-operative play – an important element in developing skills in communication, language and literacy.

Mathematical development

68. Most children are likely to achieve the Early Learning Goals in mathematics for the end of the Foundation Stage. Children have frequent opportunities to count objects, to count forwards and backwards to ten and enjoy singing number rhymes and songs. They are learning the names of shapes and begin to compare the sizes of things

when using construction materials and when making models. Some can already count reliably to ten or more and recognise numbers. They also understand one more than or less than and may soon record simple addition.

69. Teaching for mathematics is satisfactory overall. Adults have good relationships with children and explain things well. However, sessions are often organised with a narrow focus so that Reception children have insufficient access to resources. These include number games and activities to promote a range of skills in number matching, counting and sorting, comparing length, weight and capacity, introducing time and money and where mathematics is used in a range of everyday situations.

Knowledge and understanding of the world

70. By the end of the Reception year, most children are likely to achieve the Early Learning Goals in knowledge and understanding of the world. Children have opportunities to talk about family matters and current and past events in their lives. They have experience of using a range of materials as they cut, stick and join things together, as when they make models and collage. Good early scientific experience comes about as they watch plants grow and observe the birds and insects in the garden outside. They are learning about the body and growth in general. There is provision for role-play and currently the home corner is a surgery. The children use a variety of construction materials imaginatively, though space and time are limited for these activities. They are encouraged to find out why things happen and how things work. Children are beginning to use the computer with confidence and they enjoy listening to music from other countries. A range of visitors contribute to children's learning about the wider world.
71. Teaching is good in this area of learning. A range of activities is provided and children are able to share experience, develop their own ideas and carry out some investigations. Adults' enthusiasm, stimulating input and sensitive questioning help take learning forward appropriately. Sometimes, lack of space limits the work. There is insufficient display and storage space in the classroom for on-going work.

Creative development

72. By the end of the Reception year, most children are likely to achieve the Early Learning Goals.
73. Children have short daily opportunities for role-play and small world play in which to express ideas, thoughts and feelings. Time is often very limited for this work and, sometimes, activities are over-directed and children are required to use materials to make particular things, for example a zoo with construction toys, or to paint a poster. Children enjoy using pencils, crayons and paint to make pictures and they enjoy making models with waste materials and dough. They also learn how to print and make collage. Sometimes, the adults decide the subject matter, which is linked to a theme. However, children need more opportunities to express their own ideas in a range of media. Children enjoy singing and soon learn the words of songs. They also learn the names of percussion instruments and how to use them.
74. Teaching is satisfactory overall. Where teaching is good, teachers plan well for children to use a range of creative materials and support children sensitively. Adults encourage children to express their own ideas and solve their own problems. Sometimes, children's imagination is developed by adults joining in role-play and by

perceptive questions and input. Occasionally, where teaching is less effective, adults over-direct the activity.

Physical development

75. By the end of the Reception year, most children are likely to achieve the Early Learning Goals in physical development for the Foundation Stage.
76. Children handle tools, objects and malleable materials safely and with increasing control. They cut, colour and paint effectively for their age group. They control wheeled vehicles well in the small outdoor area and enjoy playtimes with the rest of the school. On some occasions they are able to use apparatus in the hall for climbing and balancing. There are also opportunities to use hoops, balls and ropes and to develop motor skills and to enjoy dance.
77. Teaching is satisfactory in this area of learning. Adults support individual children and groups well. It is recognised that sometimes younger children need more ready access to outdoor physical activities. Sound use is made of available resources and adults are well deployed.

ENGLISH

78. Results in national tests are based on small numbers of pupils and this can distort the overall picture. Levels of attainment have mirrored the difficulties that the school has faced in recent years, most notably dips in standards in 1999. Since that time there has been improvement in overall standards and most particularly in writing. On the basis of work seen during the inspection, overall standards are at the expected level. Pupils with special educational needs make satisfactory progress, mainly due to the individual support that they receive. There is no significant difference in the attainment of boys and girls.
79. Standards in speaking and listening are above expectations. By the age of seven pupils listen well, explore ideas when they are in a small group discussion with an adult and many show confidence when they speak to the whole class. Pupils usually provide relevant responses to questions. By the age of eight, pupils are confident about explaining their views and giving reasons for their opinions. Pupils extend their speaking skills across a satisfactory range of contexts.
80. By the age of seven, standards in reading are in line with expectations. The majority of pupils read fluently, accurately and with good understanding. Higher attainers express themselves well and have a range of strategies for use when they come across difficult or unknown words. They also have a satisfactory knowledge and understanding of how to use the library to find information. However, their range of reading is not as wide as it ought to be because insufficient opportunities are found in other subjects. Lower attaining pupils have satisfactory skills, but they need assistance to talk in any detail about plot and characters. Throughout the year pupils have good, positive attitudes to reading. By the age of eight, higher attaining pupils are very accurate and fluent readers who have a clear understanding of the books they read. They have a very wide range of skills and these help them to read books that are difficult and contain words such as “approaching”, “persuaded” and “Ishmaelites”. There is a gap between this smaller number of pupils and the rest of the group and this is noticeable in the accuracy and fluency levels. Nevertheless, the

general standard meets expectations. Library skills are satisfactory. Pupils' attitudes to reading are good and positive.

81. Standards in writing are in line with expectations. The pupils' books reflect the general improvement in national test scores. However, there are two significant reasons why results are not higher:
- there is too great an emphasis on completing exercises, often on commercially produced worksheets;
 - there are insufficient opportunities to write in the other subjects.

By the ages of seven and eight, pupils have satisfactory skills in handwriting and punctuation. Spelling is inconsistent, with higher attainers showing the more accurate and improving standard. The majority of pupils have some weaknesses, mainly in recognising words that comply with spelling rules, for instance the “double p” in tripped. In general, higher attainers produce lively work at times because they are imaginative, mainly as a result of wide reading. The overall standard is clearly enhanced when pupils write from experience, for example when writing about a visit to Duxford or to Norwich Cathedral. Writing skills are supported by word processing work and this has included letters to grandad and Father Christmas. By the age of eight, there is more evidence of pupils doing a greater range of writing in other subjects. They also produce short booklets that include examples of knowledge and understanding from reading, for instance, the inclusion of content, index and glossary pages. Higher attainers have improved their handwriting and punctuation skills, but spelling lacks accuracy. However, the potential is obvious when words such as “delicious” are spelt correctly.

82. Literacy skills are learned satisfactorily. However, the range of use is too narrow and this is because opportunities to write at length and in a variety of subjects are not given often enough. Often pupils produce their best work in subjects such as history, because they are interested in topics like World War II and the interesting visits are undertaken. This takes them away from the overused diet of worksheets.
83. Overall, the quality of teaching is satisfactory. Generally the school is improving the judging of pupils' attainment and this was made clear in a Year 2/3 literacy lesson of guided reading. The quality of the individual judgements was good. Throughout the school there is an appropriate emphasis on teaching the basic skills and this is bringing about improvement, particularly in reading and writing. A good example is the work in Year 1. Procedures to judge and record pupils' attainment are good, but the use of this information does not always match the quality of the procedures, however, there are examples of work being matched successfully to individual pupils, as in a Year 2/3 lesson. Overall, the additional support in classrooms is effective and this means that lower attaining pupils are included in all that is going on. The particular strengths include:
- careful planning;
 - teachers provide a good example for the pupils when reading to the class.

Improvements are needed in:

- balancing the overall programme, so that pupils are involved in extended writing and doing exercises for appropriate periods;
 - providing pupils with more opportunities to respond to texts in whole-class sessions and this will allow pupils to take a greater part in the lesson.
84. An area of significant improvement since the last inspection is in the role carried out by the co-ordinator. Management of the subject is good. Teaching and learning are

monitored by the co-ordinator, governors and local authority officers. The appropriate intention is that the monitoring will become more focused in the future so that information can be effectively gathered on specific issues such as the provision and achievement of higher attaining pupils, the balance of the lesson content and the use of judgements of attainment to plan future lessons. Overall, resources are adequate; however, in a very small number of lessons the number of texts available for group reading did not match the number of pupils and some had to share. The co-ordinator has introduced some useful tracking of pupils' attainment that gives a clear indication of achievement from the time they enter the school and gives added weight to the targets the school is setting for individual pupils. The school has also shown good initiative in trying, and succeeding, to improve pupils' interest and attainment in reading through the 'Readathon'. The curriculum is satisfactory and follows the National Literacy Strategy. However, the balance of the programme is weighted too much towards the use of prepared worksheets of exercises and insufficiently towards the development of individual skills in extended pieces of writing. The subject meets statutory requirements.

MATHEMATICS

85. Inspection findings are that most pupils' standards in mathematics are currently in line with national expectations by the time that they are seven years old at the end of Key Stage 1. Pupils with special educational needs make satisfactory progress in relation to their prior levels of attainment. There are no significant differences between the attainment of boys and girls. Standards have been judged using samples of pupils' work over the last year in addition to the lessons seen. The cohort of pupils taking national tests is small each year, so percentage comparisons with national results or with schools with pupils of similar backgrounds is problematic as results from one or two children, in a sample of 12, can skew the picture unduly. However, the past inspection in 1999 stated that pupils perform below national expectations. Since 1999, tests and assessments show that pupils have improved their performance in mathematics, though few pupils reach higher levels of attainment in the subject. When comparisons are made using data relating to the year 2000, pupils' performance is judged as below the national average for pupils reaching higher levels of attainment. Unconfirmed results from 2001 tests and assessments show a similar picture.
86. Most children begin Year 1 with a sound understanding of basic mathematical concepts. They can name shapes, understand concepts such as longer, shorter, more, less and half full. They can recognise numbers to ten or more and begin to write numbers and complete practical addition. In Year 1, they extend their skills, counting on and back in twos, fives and tens, for example. They learn about three-dimensional shapes and develop skills in describing position, pattern and place value. They are able to carry out simple addition and subtraction to ten or more. The highest attainers work with larger numbers. They have experience of making and using block graphs and use their skills well in measurement and addition of money.
87. In Year 2, pupils continue to develop their skills. They enjoy mental arithmetic questions on the composition of numbers to 50. Most are able to complete addition and subtraction to 100 and simple multiplication and division to 20 and understand place value. They understand simple fractions and use conventional units when comparing length and weight. They are learning to tell the time using digital and analogue clocks and record their work effectively. Pupils have completed money sums and most are confident in working with two digit numbers.

88. All these aspects of work in mathematics are continued in Year 3 and pupils become increasingly skilful in mental arithmetic, counting on and back in different sequences, in recognising number patterns and in talking about how they made their calculations. They continue to use all four rules in number and some work using four digit numbers. Work on shape continues as work on geometrical figures, symmetry and area is developed. Pupils are able to record work, but in the past much work has been on worksheets, so some pupils need to take more care in setting it out.
89. Pupils respond well in lessons and generally show interest and enthusiasm for their work. Sometimes, younger pupils find it hard to concentrate if the adult input is too long or focused on the older or more able pupils in the class. They co-operate well in group activities and are keen to develop their skills.
90. Teaching is satisfactory in both Key Stage1 and Year 3. Teachers demonstrate good subject knowledge and use this well to help pupils develop their knowledge of number sequences. They generally set appropriate levels of challenge to pupils, though sometimes work is insufficiently matched to the highest attaining pupils. Learning intentions are made clear to pupils and these are usually achieved. Teachers organise their assistants effectively to support the work and the pace is appropriate. In the lessons seen, the lower attainers had insufficient time to complete work and record it. In one lesson, involving number puzzles, it was suggested that pupils complete and extend work at home. This suggestion was taken up by some, but not all pupils.
91. The mathematics co-ordinator monitors the work and teaching in the subject and recognises that the school needs to improve pupils' attainment. The results of national tests are analysed so that gaps in pupils' knowledge can be identified and teaching suitably adapted. Appropriate records are kept of pupils' progress. The school has had several changes of staff in recent years and now plans for more stability when staff can focus on teaching and learning in mathematics and ensure that work is suitably matched to the mixed ages and levels of attainment in both classes. The school has an adequate range of resources but access to them is sometimes limited in Year 1 as space is a significant constraint in the classroom. Information and communication technology is used soundly to support work in mathematics and teaching assistants are appropriately deployed to support the pupils.

SCIENCE

92. Teacher assessments of seven-year-olds show attainment to be at the norm for pupils achieving the expected Level 2, or above. An improvement since the time of the last inspection is the proportion of pupils reaching the higher Level 3, which now matches nationally expected levels. The school is gaining average standards compared to schools in similar context. Attainment seen during the inspection is in line with national expectations throughout the school. Pupils' attainment is improving well. Achievement is satisfactory in both key stages. Pupils with special educational needs make satisfactory progress in relation to their prior attainment. There were no significant differences in the attainment of boys and girls.

93. By the age of seven, pupils name the five senses and match them to sense organs, name human body parts and make drawings of plants with parts correctly labelled. Pupils know and understand how these plants grow, need food and the importance of water and light to the plant. They sort and describe materials according to their characteristics, such as rough/smooth; warm/cold. The higher attaining pupils observe and make simple predictions and record measurements. They undertake more independent work such as describing the properties of materials and predicting the distance a toy car would roll, whilst recognising that the steepness of its runway controls the distance travelled. For the lower attainers, achievement is satisfactory. Most pupils show increasing attention to detail in their work. They show improved observational skills and many perform simple experiments using appropriate resources. They describe changes in materials and give reasons for their choice of materials for specific use. They observe and record the effects of heating and cooling objects. Their work on pushing or pulling and ways to keep healthy shows a similarly satisfactory level of learning. Pupils are clear about the types of forces that are needed to propel/move an object, for instance push a toy car, pull a kite or push and pull a wheelbarrow.
94. By the age of eight, the level of attainment is as expected and achievement is satisfactory. Many pupils can give simple explanations for changes in living things and raise predictions, as in the work on sunflower growth. Most pupils understand the need for a fair test and demonstrate increasing skill in planning experimental and investigative science; for example, they research 'What is the strongest material'.
95. Pupils' response is satisfactory. They listen carefully, respond well to questioning and the majority carry out their work with enthusiasm. They enjoy co-operative work and relate well to each other and to adults. Pupils handle resources with care and they show proper awareness of safety matters.
96. Only one lesson was observed during the inspection and it was satisfactory. Pupils were managed effectively and the lesson was well paced. Teachers provide clear objectives and activities are appropriate and promote progress. Teachers' knowledge and understanding are sound and good use is made of differentiated work, especially in the use of individual education plans to help those with special educational needs. However, expectations are not high enough for the higher attaining pupils. Teachers' planning is good, precise and confident and there is regular and effective collaboration with colleagues. Key Stage 2 teachers consolidate and develop the skills and experiences which pupils acquire at Key Stage 1. An improving feature of the school's approach to science is the attention given to developing pupils' investigative and organisational skills.
97. Management is satisfactory. The co-ordinator has only been in post for two months, but plans are already in place for the scrutiny of pupils' work to be undertaken. There has not been any monitoring of teaching by the co-ordinator and she recognises that she requires training and time to accomplish this necessary role. The judgement of pupils' attainment is helped usefully by the keeping of a portfolio of each pupil's work. The co-ordinator is engaged in the analysis of the teacher assessments from last year to find any possible shortcomings. This practice has revealed a need to monitor closely the attainment of pupils in the mixed Year 2/3 class, particularly the outcomes for the highest attainers and those in Year 3, so that work is appropriately matched to their levels of attainment. There are appropriate examples of literacy and numeracy skills being used, particularly in Year 3 where pupils are describing their investigations lucidly. There are also examples of the use of graphs to illustrate trends. However,

there is little use of information and communication technology. Resources are adequate. The curriculum is guided by the national guidelines produced by the Qualifications and Curriculum Authority. The subject makes a significant impact on the school's programme of personal, social and health education, mainly through the work on diet, care of teeth and safety. The subject meets statutory requirements.

THE HUMANITIES – HISTORY, GEOGRAPHY, ART, MUSIC

98. It was only possible to see one lesson from this group of subjects. Evidence has been drawn from pupils' present and past work, from teachers' plans and from discussions with staff and pupils. On the basis of this, it is judged that pupils' attainment in history and art are in line with that expected for their age group. This is a similar judgement to the last inspection. There was insufficient evidence to be able to judge attainment in geography and music.
99. Attainment in history is in line with national expectations for pupils of their age group. In Year 1, pupils know about their own past, that of their families and aspects of everyday life years ago. This is continued in Year 2 and further developed as pupils learn about famous people from the past, for example, Florence Nightingale and Mary Seacole. Pupils in Years 2 and 3 know and understand about the Second World War, including the lives of evacuees, the experiences of soldiers and airmen, the constraints of rationing and of the everyday working lives of people at the time. This topic is greatly enjoyed by the pupils who still recall what they learned and the visits and visitors who helped bring their study to life. The topic books made on the subject are carefully written and illustrated and some show a high standard of work.
100. There was insufficient evidence to form a judgement about attainment in geography. It was possible to see one lesson for Year 1 when the pupils were taken for a walk around the local area. They identify roads, buildings and landmarks and position them correctly on a pre-drawn map. The teachers' planning shows more work about the immediate area, the work done by local people, the transport links and general features.
101. In Years 2 and 3, pupils increase their understanding of the local area and learn how to use maps and plans. Pupils also learn about the weather. Planning shows that they learn about life in a contrasting location. Their three-day residential visit makes a valuable contribution to work in geography, as they work and live in a new environment. In the lesson seen, teaching was satisfactory and the children responded well to the experience and adult input.
102. Pupils' attainment in art is judged to be in line with national expectations for pupils of their age group. Pupils use a range of media and techniques including drawing, painting, clay, waste materials, collage and printing. Pupils in Year 1 paint and draw freely and have experienced printing with vegetables, hands, fingers and other objects. They have completed drawings and paintings of people they know and these show sound levels of control and understanding. They have produced a range of collage and have experience of using playdoh, clay and waste materials to make models in connection with other areas of work. Pupils in Year 2 and 3 continue to develop their drawing and painting skills. Bubble prints have been made and work in sketchbooks has begun. Pupils have produced some fine pencil observational drawings of plants and leaves, also some detailed pastel and pencil drawings of flowers, showing great skill. Portraits of people also show careful observation and skilled use of paint and crayons. The works of well-known artists have informed their

work and the work of other artists is shown in the school. Pupils' work is effectively displayed around the school and pictures and photographs of recent activities and events help to create a stimulating visual environment. Pupils speak warmly of their art sessions and enjoy the subject.

103. Music lessons take place on one day a week, when a specialist teacher is in school. It was not possible to observe any music lessons so no judgement can be made about attainment or teaching. Understandably, no pupils' work was available. However, pupils sing tunefully in assemblies and at other times and know the words of several hymns and songs. They enjoy singing and listening to music and from discussion with them it seems that they look forward to music sessions. There is an opportunity for older pupils to learn to play the recorder and to join a music club. Sound provision is made for music.
104. The curriculum for history, geography, art and music is reviewed regularly. The nationally recommended schemes of work are being suitably adapted to meet the needs of the pupils. This has already been completed for art and history. Co-ordinators review planning and monitor pupils' work. Records are kept together with samples of work in pupils' portfolios. A wide range of visits to museums, places of interest in the local area including a castle and beach, visits to the cities of Norwich and London, to the Dome and on the underground have made a valuable contribution to pupils' learning. Visitors from the local community, including musicians, people from overseas and those of other faiths, veterans and evacuees, have helped pupils to understand the wider world and their place within it. Staff are aware of the need for more resources, including artefacts for history and maps for geography. There is also need for a wide range of photographic and picture books with simple texts, so that pupils can find information for themselves about life in other parts of Britain and overseas. These should include those on transport, buildings, countryside, crops and how people live and work, now and in the past.

DESIGN AND TECHNOLOGY

105. Attainment is in line with national expectations, occasionally exceeding it in Year 3. This is a similar position to the last inspection. This judgement is reached through observing a small number of lessons, scrutiny of pupils' work and discussions with pupils and staff. Achievement is satisfactory. Pupils with special educational needs make sound progress. There is no significant difference between boys' and girls' attainment.
106. By the age of seven and eight, pupils understand how to work safely with a variety of tools and materials, including food, textiles, recycled and graphic media. Designing is generally weaker than making, but many pupils can draw what they want to make and can say if their models fit the original purpose. Work in food is well developed, particularly in Year 2. The majority of pupils understand the rules of hygiene and can make simple edible items and show sound manipulative skills in making. Achievement is greatest at Key Stage 1, where pupils are introduced to a number of previously unfamiliar items.

107. By the age of eight, pupils gain in handling skills and confidence in making things which they can eat, admire or use. Working with recycled materials pupils develop a good progression of skills. Previous work with construction kits in Key Stage 1 aids pupils' understanding of fixing and structure in Year 3. Ability to work independently is developing well and pupils' vocabulary increases steadily through the school with pupils seldom using incorrect terminology. Pupils with special educational needs contribute well in joint activities and their model making is often effective.
108. Pupils' response is mainly good. Pupils enjoy the making activities. They listen to instructions, prepare their working areas carefully and settle to work quickly. They persevere, even when they find things do not work immediately, and show willingness to improvise and refine. Pupils share the resources fairly and help each other when some get frustrated. Pupils explain clearly how they intend progressing and appear enthusiastic when given a challenge.
109. The quality of teaching is satisfactory. Strengths are in good planning for practical activity, suitably linked to the ongoing class work, insistence on safe working practices, effective questioning and sensitive feedback. Weaknesses occur when pupils are given tasks which are too similar to those done in previous years and where pupils cannot demonstrate their increased skills in handling and manipulation.
110. Management is satisfactory. The scheme of work complies with the requirements of the National Curriculum, giving pupils scope for work in a satisfactory variety of materials and on designing, making and disassembling tasks. Pupils are encouraged to evaluate their work at the end of each project, but as yet, not all teachers are fully aware of the need to assess pupils' work and method alongside National Curriculum targets. There is no evidence of information and communication technology being used in this subject. Literacy skills are used appropriately to describe and label designs. Numeracy skills are used adequately in the measuring of materials and in designing.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. In the previous inspection weaknesses were identified in the judging of pupils' work and a lack of systematic teaching of specific skills. Overall, satisfactory progress has been made in improving these aspects, particularly in the judging of work, although some of the current resources are clearly unreliable. There is an effective scheme in place and pupils are carefully taught specific skills through weekly information and communication technology lessons. There is no significant difference between the attainment of boys and girls.
112. By the age seven, pupils use simple language programs to write short stories and are able to explore simple adventure games which require them to use direction keys and a mouse to practise mathematical and language skills. In one lesson, pupils effectively reproduced a picture they had painted using a paint program showing a good understanding of how to change colour, use the eraser, follow the 'undo' procedure and print the end result. They are able to use effectively the 'listening-centre' effectively which a minority of higher attaining pupils can use unaided. Pupils control a floor robot and are able to record the sequence of movements they enter into the machine.
113. In Year 3, pupils continue to build on their information and communication technology skills with greater independence and level of sophistication. They can use more

advanced draw and paint packages and are beginning to explore importing pictures into word processing applications. They can use graphing programs to support work on data handling in mathematics, for example when conducting a survey into the colour of pupils' toothbrushes in their class, finally printing their results as a pie-chart. Pupils' keyboard skills continue to develop and they can save and print their own work confidently. Pupils extend their knowledge and ability to control programmable toys. Linked to their work in English, pupils record their ideas through a word-processor; they are able to change the font style and size, highlight appropriate parts and check their spellings. Pupils control adequately a floor robot and record the sequence of movements they enter into the machine this has not developed a great deal from the previous year because of the difficulties encountered with unpredictable equipment.

114. Pupils enjoy using computers and talk confidently and enthusiastically about their work. Throughout the school they work co-operatively or independently, as appropriate. They are well behaved and considerate to each other. They ask questions and persevere when solving problems. Satisfactory use is made of information and communication technology by pupils with special educational needs.
115. The quality of teaching is satisfactory. Pupils are taught basic skills adequately and opportunities are provided for pupils to use these skills during the week. However, the tasks set for Year 3 pupils are not sufficiently different from those set for pupils in Year 2 and so their progress is not as great. At times, pupils become frustrated as equipment is not reliable, but they show good humour. A limited amount of direct teaching was observed during the inspection and this was satisfactory. Teachers' knowledge is sound and clear instructions are given to pupils. The lessons are developed in small steps and good use is made of pupils to demonstrate to the class. Whilst pupils work the teacher supports and monitors their work effectively. Praise is used successfully to encourage pupils and teachers lead pupils forward in their thinking through careful questioning. Teachers' records show that planning is thorough and that information and communication technology is effectively integrated into several curriculum areas and the most use is in literacy when they use their word-processing skills.
116. Management is satisfactory, if at times highly frustrated. The main cause of this frustration is the relative unreliability of the hardware and the consequent difficulties in getting it fixed. There are also some inappropriate software packages that are, at present, making access to the computers very difficult. Consequently, the computer room is not being used to its full potential. There are useful elements of pupils judging and recording their own attainment under the watchful eye of teachers and learning assistants. The curriculum follows the national guidance provided by the Qualifications and Curriculum Authority. Resources are adequate when they are available for use, but there is a need for a wider range of programs.

PHYSICAL EDUCATION

117. It was not possible to see the full range of work during the inspection. Consequently, an overall judgement on attainment and achievement is not possible. Lessons were seen in dance and gymnastics. Attainment in these two aspects is in line with expectations. In the limited range of lessons observed there is no significant difference between the attainment of boys and girls.

118. By the ages of seven and eight, pupils have a range of dance skills. All of the pupils communicate their feelings well; for example, when instructed by the voice on a commercial tape, they portray successfully a dark and dismal mood at times and a bright, smiling mood at other times. Pupils prove to be good listeners and carry out instructions well. All pupils are agile and well co-ordinated and this helps them to interpret the change in the mood of the music, for instance swirling high and low.
119. Only two lessons were observed, so an overall judgement about teaching is not possible. In the lessons seen, good practice included:
- good management and control, which enabled pupils to concentrate fully on the work and to interpret stimuli, for instance the music in a dance lesson;
 - teachers use good performance by individual pupils to demonstrate the high standards required.

All teachers warm up and cool down the pupils effectively. Pupils respond well, take a full part in all activities and listen well to the instructions given to them.

120. Management is sound. The co-ordinator recognises that there is a need to improve the resources, mainly because some of them are old and worn out, for example the climbing frames. The curriculum is sound, but the size and shape of the hall does not allow the full range of activities. The curriculum follows the national guidance of the Qualifications and Curriculum Authority. Out-of-school activities include soccer that is provided by an external contractor. The subject also makes an adequate contribution to the programme of personal, social and health education, most particularly in relation to the use and effects of exercise on the body.