

# INSPECTION REPORT

## **BUXTON PRIMARY SCHOOL**

Buxton, Norwich

LEA area: Norfolk

Unique reference number: 120794

Acting Headteacher: Mrs S Clayton

Reporting inspector: Graham Bate  
20926

Dates of inspection: 25<sup>th</sup> – 28<sup>th</sup> February 2002

Inspection number: 223213

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

© Crown copyright 2002

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Aylsham Road  
Buxton  
Norwich  
Norfolk

Postcode: NR10 5EZ

Telephone number: 01603 279357

Fax number: 01603 279296

Appropriate authority: The governing body

Name of chair of governors: Mr G Goodman

Date of previous inspection: March 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20926	Mr G Bate	Registered inspector	Science Art and design Design and technology Music Physical education Equal opportunities English as an additional language	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
09039	Mr B Eyre	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?
03827	Mr P Knight	Team inspector	Mathematics Geography History Special educational needs	How good are curricular and other opportunities offered to pupils?
21858	Rev J Pryor	Team inspector	English Information and communication technology Religious education Foundation Stage	How well is the school led and managed?

The inspection contractor was:

Bench Marque Limited  
National Westminster Bank Chambers  
Victoria Street  
Burnham-on-Sea  
Somerset  
TA8 1AN

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

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

# REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Buxton is a rural village about eight miles north of Norwich. The school caters for pupils from the age of four to eleven years. It serves the village and its surrounding area, which includes the RAF base at Coltishall. Currently, there are 155 pupils on roll, which is smaller than the national average. Of this number, there are 17 pupils under the age of six in the reception class. The number on roll is falling slightly as a result of reorganisation of the RAF base school to a full range primary school. It was previously a first school. There is significant pupil mobility with about 34 per cent of pupils leaving or joining the school at other than normal times. Almost 20 per cent of the pupils have special educational needs, which is about average. Four of these pupils have statements of special educational need. This is an above average percentage. There is a significant gender imbalance with twice as many boys as girls on roll. Three pupils speak English as an additional language. The pupils' standard of attainment on entry to the school is also average. Nine per cent of the pupils are known to be eligible for free school meals, which is below the national average.

### **HOW GOOD THE SCHOOL IS**

This is a good school. All pupils achieve well and make good progress through the school. Pupils with special educational needs are well supported and they also make good progress. Overall standards, at the age of eleven, are rising, especially in writing and science, and are now good. Standards remain good in mathematics. The pupils display very positive attitudes to their work and school life, and relationships are very good. The school provides a good curriculum that is relevant to the pupils' needs, developing skills such as writing that enhance work in many subjects. Over 75 per cent of the teaching is good or better and, as a result, the quality of pupils' learning is good. The pupils are well cared for, with very good procedures for promoting good, and eliminating oppressive, behaviour. Regular analysis of pupils' performance is undertaken and this is used well to guide future curricular needs. However, there are inconsistent procedures, in subjects other than English and mathematics, for assessing pupils' attainment and progress. Parents and carers are kept well informed about their children's progress. The school seeks successfully to involve parents in their children's learning and all aspects of school life. Despite a period of recent uncertainty, during which the staff worked well as a team to maintain standards, the school has made good improvements since the last inspection. It is in a strong position to meet future challenges, supported by a governing body who have a good understanding of the school's strengths and weaknesses. All people, pupils and adults, matter in this school, which is rapidly developing the atmosphere of a large and caring family. It is now very well led and there is a very clear direction and purpose to its practices and future planning. Despite receiving an above average income, the school provides good value for money.

#### **What the school does well**

- Standards, at the age of eleven, are good in English, mathematics and science.
- The overall quality of teaching is good.
- The pupils have very good attitudes to school, behave well and have good relationships.
- The acting headteacher is a very good leader. She is well supported by all the staff and the governing body.
- The provision for the pupils' personal development is very good.
- The school works very well with parents and provides very good quality information.
- The Foundation Stage provides a good start to the children's education.

#### **What could be improved**

- The assessment of pupils' progress in subjects other than English and mathematics.
- The consistency and quality of teachers' marking.
- The presentation of pupils' work.
- In subjects other than English and mathematics, the planning of work to match the needs of different groups, especially higher attaining pupils.
- The role of the subjects co-ordinators.

*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 March 2000 and also had Additional Inspector evaluation in October 2001. Following the March 2000 inspection, the school was subject to a series of management changes over a fairly short period. However, during this time the staff's hard work has resulted in significant improvement in the standards of English and science, which are now above average. Standards in comparison with similar schools have also improved. Pupils' attitudes and the interest they show in their work have improved further and are now very good. The overall quality of teaching is better, although the standard of marking has not improved sufficiently. The school is now well led. The acting headteacher and the governing body have a clear programme for future action. The financial planning to support the school's development is now good and the budget is in balance, with spending decisions made increasingly on the basis of cost-effectiveness. Whilst the use of assessment information to guide curriculum planning has improved, and the tracking of pupils' performance in English and mathematics is now undertaken, assessment and recording of attainment and progress in other subjects remains underdeveloped. The overall provision for the pupils' personal development was previously good. It is now very good. More work remains to be done in planning to meet the needs of higher attaining pupils, but the remaining issues raised in the last report, the length of the school day, more investigative work in science and the access of children under five to outdoor play, have been dealt with effectively. All these changes and developments represent a good level of improvement.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 (eleven-year-olds) based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	C	A	B
Mathematics	B	C	B	C
Science	C	C	A	C

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

The standard of attainment on entry to the school covers a wide range but is broadly average. The results in the National Curriculum tests for 2001 show that standards in English and science were well above average and, in mathematics, above average when compared with all schools nationally. When compared with similar schools, that is those having up to eight per cent of pupils known to be entitled to free school meals, performance in English is above average, and average in mathematics and science. The underlying trend in performance has been up since 1997, broadly in line with the national picture. During the inspection, standards of work seen indicate that achievement, in the core subjects of English, mathematics and science, is good with above average attainment. In all other subjects of the curriculum standards are good, except music, information and communication technology and religious education, where they are at expected levels for eleven-year-olds. With the exception of music, this represents a general improvement.

Pupils in Years 1 and 2, during the inspection, attain above average standards in mathematics and average standards in English and science, They attain standards in line with expectations for their age in all other subjects, except art and design and history, where they are above. It was not possible to make a judgement about music. Achievement is at least satisfactory. Children in the reception class are well on course to attain the national targets for learning in all areas.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good and positive attitudes to all aspects of school life. They show interest in their work and concentrate well.
Behaviour, in and out of classrooms	The pupils are lively, but they are polite, considerate and behaviour is good. There was no evidence of oppressive behaviour and they play happily together in the playground. They are welcoming to visitors.
Personal development and relationships	Relationships throughout the school are very good. There is mutual respect between adults and pupils. The pupils are pleased to undertake responsibilities when asked.
Attendance	Attendance is good and better than the national average. Unauthorised absence rates are low. No pupils have been excluded from the school.

The quality of relationships, the standard of behaviour and good attendance levels are significant factors that contribute to the overall good quality of learning.

## TEACHING AND LEARNING

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

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

The overall quality of teaching is good. During the inspection, over three-quarters of the teaching was good or better. Except for one unsatisfactory lesson, the remaining 21 per cent were satisfactory. Consistently good teaching is found in the reception class and Years 4 and 6. This represents a good improvement on the last inspection, especially as two of the seven classes have inexperienced teachers. The teachers manage their classes well and use a good range of effective teaching methods linked well to the clearly stated learning objectives. Expectations for the standards of behaviour, the extension of vocabulary, the inclusion of all pupils and the quality of relationships are high. Expectations for higher attaining pupils and for written presentation are not consistently high enough. The teaching of literacy and numeracy skills is good. Pupils with special educational needs and English as an additional language are supported well and taught effectively. The teachers work well in collaboration with the learning support assistants to the great benefit of the pupils, the efficient use of time and the effective deployment of resources. The pupils are well known by the teachers who make good day-to-day assessments of pupils' progress. However, marking is inconsistent and frequently does not set targets for improvement. Homework is used well by the teachers to support pupils' learning. The many positive aspects of the teaching help to ensure that learning is generally good throughout the school.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is an appropriately broad, balanced and relevant curriculum. The good use of writing skills in all subjects improves relevance. The length of the school day has been increased.
Provision for pupils with special educational needs	The provision is good. The pupils are supported well and the provision is managed effectively.
Provision for pupils with English as an additional language	These pupils have full access to the curriculum and are well and regularly supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision is very good. It adds significantly to the very good quality of relationships in the school. The provision is a good reflection of the school's inclusive approach.
How well the school cares for its pupils	The overall provision for child protection and ensuring pupils' welfare is good. The staff know their pupils very well. Assessment of pupils' progress outside English and mathematics requires improvement.
How well the school works with parents	There is a very good partnership between the school and parents and it is now continuing to improve. The school provides very good quality information. Many parents contribute in a variety of ways to school life.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher has a very clear vision for the educational direction of the school. She has set a purposeful agenda for development. Good support is provided by all staff and those with additional responsibilities.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties satisfactorily. Improved levels of communication now ensure that governors have a clear idea of the school's strengths and weaknesses.
The school's evaluation of its performance	Effective analysis is undertaken of the school's performance in national tests and assessments on entry to the school. Monitoring of teaching has been recently regenerated with a clear framework for further work.
The strategic use of resources	Resources are well deployed and used effectively. Financial resources are well and efficiently managed. Best value principles are applied.

The teaching staff offer a good range of experience and expertise, except for the lack of a pianist. The support staff are well trained, effectively deployed and efficient. The school is, overall, satisfactorily resourced. The administrative and cleaning staff are efficient and effective.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like coming to school.</li> <li>• Children make good progress.</li> <li>• The standard of behaviour.</li> <li>• The good teaching.</li> <li>• Ease with which they can approach the school.</li> <li>• The children are expected to work hard.</li> <li>• The provision for moral teaching.</li> <li>• The good communications between home and school.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework the children get.</li> <li>• Information about how children are getting on.</li> <li>• Closer working with parents.</li> <li>• The management and leadership of the school.</li> <li>• Extra-curricular activities.</li> <li>• The challenge for higher attaining pupils.</li> <li>• More support staff for teachers.</li> </ul>

It should be borne in mind that these opinions were made either before the acting headteacher's appointment or within six days of her being in post. It is the inspectors' view, based on subsequent parental comments and their own judgements, that many of the 'improvement' issues are now less relevant. The inspection findings agree with what pleases parents most. The quality of reports to parents is good and the school has an 'open door' policy should concern arise about children's progress. The pupils work hard in school, little time is lost and the amount of homework is generally appropriate. The leadership of the school is very good. The school is aware that the present lunchtime for pupils in Years 3-6 is very short, precluding extra-curricular activities, and it is reviewing the situation. Inspection findings support the view that, in some subjects, higher attaining pupils are insufficiently challenged. Within the constraints of the budget, the support staff available are very effectively deployed.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Standards in the 2001 National Curriculum tests for eleven-year-olds (Year 6), based on the average points scored by all pupils, were well above average in English and science and above average in mathematics. When compared with similar schools, that is those having up to eight per cent of pupils known to be eligible for free school meals, English was above average and mathematics and science were average. The trend since 1998 has been upward in all three subjects at a rate that is broadly in line with national averages. Taking the three years, 1999-2001, results show that boys exceed the national average whilst girls fall slightly below in the three core subjects.
2. The performance of seven-year-olds (Year 2) in the 2001 National Curriculum tests, also based on average points scored by all pupils, are very high in writing and well above average in reading and mathematics. When compared with similar schools, reading and writing remain the same and mathematics moves to average. As with eleven-year-olds, the seven-year-olds' results show an overall upward trend since 1998. In all three areas of learning, over the period 1999-2001, boys' performance has been in line with the national average, whilst that of girls has exceeded it.
3. Although there is a wide variation, the standard of attainment on entry to the school is broadly average. Records indicate that this has been the case for a number of years. Therefore, the above analyses of performance in the national tests indicate that the pupils achieve well and generally make good progress.
4. Inspection evidence confirms that the standards of work seen in English, mathematics and science were above average in Years 3-6. In Years 1 and 2, overall standards are currently above average in mathematics and average in English and science. Most pupils in the school achieve well and progress is, overall, good. Pupils with special educational needs and those with English as an additional language make good progress in relation to their individually set targets. Their progress and attainment are greatly assisted by the suitably small steps set for learning in their individual education plans. These are usually brief and focus well on the nature of the pupils' learning difficulty. It enables the pupils to experience success and, as a result, they generally have positive attitudes towards school.
5. Children in the reception class achieve well and make good progress. Almost all the children are well on course to achieve the national early learning goals on personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development by the time they move to Year 1. The children quickly learn to become independent, take turns and to share. A measure of their increasing maturity was their willingness to lead a whole school assembly. They enjoy handling books and listening to stories. Many write their own names clearly and make a satisfactory start with reading. Early understanding of simple subtraction is evident as the children work out how many are present from the number of absentees. Nearly all count confidently to 20, with an increasing understanding of such terms as 'odd' and 'even'. The children are naturally curious about the world about them. They talk enthusiastically about the weather, examine earthworms with a magnifying glass and make telling observations, and experiment excitedly with sand and water with an increasing understanding of such concepts as capacity. Good bodily control is shown by the children in physical education, for example balancing with a partner; they have good control of small tools, such as scissors and brushes. They show obvious

enjoyment in painting, creative games and singing. The pupils use their imagination well.

6. There has been a steady improvement in standards of most aspects of English since the last inspection. The pupils are articulate, listen to others well and use a wide range of vocabulary. Reading standards throughout the school are good. The pupils know how to tackle unfamiliar words and read aloud with good expression. Older pupils use reference books and information from the Internet with confidence and accuracy. The standard of handwriting throughout the school is not consistent. It is often untidy and below the levels expected, but spelling standards are generally quite good. Writing conventions are well established and, by Year 6, pupils write well for a range of audiences and in a variety of styles. These writing skills are used very well in other subjects, which raises standards generally. The pupils make good, practical use of their writing skills, for example in the production of a newspaper. This is a significant improvement since the last inspection.
7. Most pupils have a good understanding of basic mathematical concepts. They use correct mathematical terminology well. The standards of computational skills throughout the school are good, for example, in Year 5, the pupils make good approximations of numbers mentally, using number grids well when checking for accuracy. The pupils' understanding of shape is well developed. By Year 6, the pupils use protractors effectively to calculate angles and have, for example, a clear understanding of a wide variety of regular and irregular two-dimensional shapes. They used their skills effectively when taking part in orienteering on a recent residential visit. Pupils interpret data accurately when using histograms and line graphs.
8. Overall standards in science in Years 1 and 2 are satisfactory and, in Years 3-6, they are good. The standards of investigative work in science have risen since the last inspection and are now good throughout the school. As the pupils enjoy good relationships and behave well, they carry out good investigations using resources effectively. The pupils' understanding of scientific prediction and the notion of a fair test are clearly developing, shown well in an investigation into the insulation properties of different materials. They show an increasing grasp of scientific terminology using correct terms, such as parallel and series circuits accurately. They have a good understanding of living and non-living things and the structure of the human body and many of its functions. They use their well-developed writing skills effectively to record observations. Standards, across the school, in information and communication technology remain satisfactory, which was the position noted in the last report. The pupils' standards in the subject are closely linked to the class teacher's confidence and competence. The main weaknesses are in the area of modelling and control. The standard of religious education through the school is in line with the expectations of the locally agreed syllabus. By the age of eleven, the pupils have a sound understanding of the major elements of the Christian, Jewish and Hindu faiths. They know about and understand a good range of fundamental stories from the New Testament.
9. Standards in design and technology, art and design, geography, history and physical education are good in Years 3-6. They are satisfactory in music. In Years 1 and 2, standards in all subjects are satisfactory, except in art and design and history where they are good. It was not possible to make a judgement about music for this age group. In design and technology the pupils have a good appreciation of the design process using a wide range of media very effectively, for example when making varying styles of brochures. The pupils are also adept in producing good quality art using different media. They show a good knowledge and understanding of different artistic styles. In history, the pupils have a good knowledge of the passage of time and link cause and effect well. The pupils have a good sense of contrasting locations, such as Kenya and their own environment. Their mathematical skills are used well in geography, when recording observations graphically from a field trip. Standards in music have declined

since the last inspection. They are now satisfactory and the pupils, for example, sing in tune and time and appreciate music from a range of cultures. Games skills are well developed by Year 6, most pupils can swim and they control movement well in gymnastics. Importantly, they show appreciation of others' skills and successes.

### **Pupils' attitudes, values and personal development**

10. The pupils' attitude to the school and their personal development, including relationships, are very good. This notable strength is supported by good behaviour and attendance. Pupils have positive attitudes towards each other and adults, they greet each other courteously when they meet in the mornings and settle quickly and quietly into their classroom routines. Those children under five who have been in school since the commencement of the autumn term fully understand their classroom routines. They show trust and confidence in adults and this has led to a good learning environment in which they are making good progress in their key areas of learning. Throughout the school, the teachers and support staff's interest in the pupils' welfare and the good example they set is reflected in the good standards of behaviour observed.
11. The pupils' behaviour is good and when given challenging work it is often very good. They look forward to stimulating lessons and respond accordingly. In a small number of lessons observed during the inspection a willingness to learn was less evident; these occasions usually occurred when the way the lesson was presented by the teacher did not hold their interest. Behaviour at play and at lunchtimes is consistently good and there is an absence of oppressive behaviour. Parents appreciate the efforts the school makes to promote high standards of behaviour. No pupils have been excluded from school in recent years.
12. The pupils' personal development is very good. The school promotes very well an atmosphere of calm and orderliness that is founded on mutual trust. This pervades the whole school day. As a result, the pupils show a high standard of self-regulation and they clearly understand that the school works best when it is an orderly community. Teachers help them to come to terms with the knocks and set backs of everyday life in the guidance they provide. Older pupils assist their younger colleagues with a paired reading programme as 'reading buddies', they assist in running the school office at lunchtimes and in the presentation of assembly themes. Pupils of all ages assist in keeping their classrooms tidy. Pupils are confident and articulate when talking to visitors. They have a very good recall of the topics studied and appreciate the efforts made by their teachers to make these exciting by linking themes across different subjects, for example by linking geography lessons to the music of Africa. These activities combine to produce a well-balanced and mature approach to life and the pupils are being well prepared for their next stage of education.
13. Attendance is good and unauthorised absence is low. Lessons commence promptly and there is very little lateness. This is similar to the findings of the last inspection. The teachers encourage a conversational greeting whilst marking the register, which creates a harmonious beginning to the school day.

### **HOW WELL ARE PUPILS TAUGHT?**

14. The overall quality of teaching is good. Of the forty-eight lessons observed, eight per cent were very good, 69 per cent were good and the remainder satisfactory, except for one unsatisfactory lesson. This represents a significant improvement since the last inspection. It is of particular note as two out of seven classes in the school were taught by teachers new to the profession. The teaching was at its most consistent in the reception class and Years 4 and 6, where all the teaching was at least good.

15. The personal, social and emotional development of the children in the reception class is well supported by good teaching. The teacher and learning support assistants provide good role models for relationships and behaviour. The caring atmosphere in the classroom encourages the children to speak openly, work together and share resources. Good attention is given to developing children's language and skills in speaking and listening. A love of books is fostered, for example by attractive displays of reading material, preparing the children well for literacy work in Year 1. Plenty of opportunities are provided for the development of vocabulary through role-play, for example in the 'doctor's surgery'. The good teaching also develops their numeracy skills well. The teacher plans many opportunities for the children to think about shape, capacity and number. Regular consideration of number is used, for example when noting the absentees in registration and working out the number present. The effective teaching also ensures that the children make good gains in their knowledge and understanding of the world, for example by working together to make a wormery, which excited much curiosity, and in their creative development by providing rich and varied opportunities to paint, sing and use computer programs. The teacher caters well for the children's physical development. She encourages confidence in physical education, provides plenty of opportunities for outdoor play and effectively encourages them to hold brushes, pencils and scissors correctly. The children are well prepared for the National Curriculum as a result of the good planning and teaching in the reception class.
16. The good teaching of special educational needs throughout the school enables pupils to achieve their targets. The school makes good use of the data available, such as the results of standardised reading tests and the results of the optional and statutory National Curriculum assessments. The special needs co-ordinator and class teachers monitor progress carefully and always involve parents at their termly reviews. The needs of pupils with English as an additional language are well monitored. Planning is appropriate with clear achievable targets with stated outcomes. The support assistants work closely with the class teachers to ensure that the tasks are appropriately taught.
17. At the heart of the good teaching in the school lies the quality of relationships that exists between the pupils and the teachers. When these are coupled with good classroom management skills, the outcome is invariably good learning by the pupils. It was also clearly evident that there was mutual respect between teachers and pupils and, as a result, all felt included and respected, whatever their strengths, ability or personality. There was, for example, no hint of prejudice when a significant number of Year 5 and 6 boys chose to play netball during a games lesson or, in physical education, when some pupils felt disinclined to attempt a very demanding vault.
18. The teachers plan effectively and fully. The objectives are clearly identified with the appropriate emphasis being on what pupils are going to learn rather than what they plan to teach. In the best lessons, these objectives are shared with the pupils at the beginning of the lesson. Frequently they are written on the whiteboard as a reminder to the pupils. In a good Year 4 science lesson, the teacher made frequent references to the learning objectives during the course of the lesson and, during the concluding session, asked the question, 'did we achieve this objective - can we tick it?' Such a strategy reinforces well the good learning that had taken place. The pupils were in no doubt about their task, understanding and explaining what they had to do. The clarity of learning objectives, that are set by most teachers, help to maintain a good pace to the pupils' learning as the pupils understand the nature of their tasks and do not waste time considering what they have to do, for example when Year 3 pupils devise a set of rules for the school playground, with precisely identified objectives for different groups.
19. An appropriate balance of different teaching methods is used by the teachers, with whole class, group and independent work. It was very noticeable, when pupils were working in groups, that this is when the teachers saw the opportunity to support the

pupils' learning; it was not used as a time just to exhort or maintain discipline. The teachers posed open-ended questions, checked understanding and gave time to the development of skills during group work. They were also alert to the needs of individuals, for example in a Year 3 numeracy lesson when the teacher ensured that further explanation of the text was given to a pupil who spoke English as an additional language. As the learning support assistants are well briefed by the teachers, they too give valuable support to pupils during group and independent work.

20. Overall, the teachers' expectations of their pupils are satisfactory. On the one hand, however, they have high expectations for standards of behaviour, quality of relationships and for the extension of pupils' language and vocabulary. Pupils are left in no doubt when behaviour is deemed unacceptable, and it is made clear to them why this is so. As a result, behaviour is good, for example in physical education and games lessons, the pupils respond immediately to instructions, as they understand that lessons need to proceed at a good pace or that something unsafe might be happening. All pupils feel able to contribute to lessons, for example by asking and answering questions, demonstrating an activity, reading aloud some of their written work, or showing a painting. They knew that they could do these things confident in the knowledge that the quality of relationships engendered by the teachers would not result in ridicule or rebuff. Every opportunity is also taken by the teachers to develop the pupils' language, for example in a Year 2 geography lesson differences between 'schools, colleges and universities' were examined and phrases such as 'limited number of roads' discussed. Pupils were also well motivated in science by a discussion of the difference between 'tepid' and 'lukewarm'. Such approaches by the teachers stimulate the pupils' intellectual learning well. However, on the other hand, expectations for the standards of presentation of written work are generally not high enough, or for the challenges to be offered to higher attaining pupils, based upon new knowledge or extension work. Frequently, as in English, the quality of handwriting does not reflect well upon the quality of its content.
21. The teachers handle question and answer sessions skilfully. They ensure that all pupils are included and use the time to assess knowledge and understanding. A good deal of informal assessment also occurs during the review sessions of lessons. In Year 1, for example, it was noted that the teacher used the learning support assistant to make notes of pupils' significant responses or apparent lack of understanding. This is good practice. The teachers know their pupils well and a good deal of assessment appropriately takes place on a one-to-one basis, particularly among the younger pupils. Learning is, however, not well supported by the overall quality of marking which is inconsistent. The best marking includes targets with, sometimes, an analysis noted on the back of a folder. Although marking is generally and regularly carried out, comments are frequently limited to necessary and appropriate praise; it is not, however, coupled with ways in which future work might be improved. Statements on work, such as 'not quite finished' and which remains unfinished, do little to improve the quality of learning.
22. The teaching of basic literacy and numeracy skills is good. The teachers are using and appropriately amending the national strategies well. The literacy lessons are well planned, taught at a good pace and with a good response from the pupils. The quality of writing has improved significantly since the last inspection as a result of this well-structured approach. Occasionally, however, overuse of 'average ability' worksheets does not extend the higher attaining pupils sufficiently. The enthusiastic and effective teaching of mental/oral mathematics has improved the pupils' skills in this aspect of their work. The learning of new mathematical concepts is greatly assisted by the clear setting of objectives, the review of previous understanding and consolidation during the concluding session. The teachers' planning to include 'real life' situations helps the pupils' good learning, as do their positive attitudes towards the subject. The lack of planned challenge for higher attaining pupils is a weakness recognised by the school. This should not be a difficult problem to overcome as the teachers' overall knowledge

and understanding of the subject is good. Teachers' confidence and competence in teaching information and communication technology has continued to improve since the last inspection. Opportunities for teaching this subject are currently restricted by the relatively small number of computers in the school. The teachers' use of homework, for example reading, the learning of tables and collection of information for work on topics, is good and it supports well the purposes for which it is intended.

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

23. The school generally provides an appropriate curriculum, which is broad, balanced and relevant. The time available to teaching in Years 3-6, which was judged to be inadequate at the last inspection, has now been balanced by shortening the lunch break and removing the afternoon play for these pupils. All the subjects of the National Curriculum and religious education are appropriately taught throughout the school, apart from a few over long lessons during the afternoon in Years 3-6, which are an ineffective use of time. Similarly there is a lack of consistency in the teaching of religious education, which is a combination of the locally agreed syllabus and the school's own procedures based on national guidance.
24. Planning has improved since the last inspection and the medium-term plans consistently follow the long-term plan. The subject co-ordinators combine well to give advice and support to ensure that there is correct coverage of the National Curriculum and the progressive teaching of skills. There is a policy for each of the subjects of the National Curriculum but these vary. Some are undated and have often not been approved by the governing body. Many are out-of-date and need rewriting to take into account the many changes that have taken place in the last few years. Schemes of work based on the Qualifications and Curriculum Agency model to ensure the progressive teaching of skills, have been successfully adapted to meet the particular requirements of the school. This is also an improvement since the last inspection
25. The literacy strategy and more recently the numeracy strategy have been introduced successfully. These have had a good impact on standards particularly in literacy, which is now much improved since the last inspection. The improved standard of writing has had the effect of making the curriculum in other subjects more relevant and broad.
26. The school provides a range of extra-curricular activities, which are broadly average for this type of school. These range from local events such as the Carol Service at Christmas and the Harvest Festival to support for national events such as 'Children in Need'. In sports, pupils take part in football, netball and hockey matches with other schools. There is also the green club, which has members from Years 1 and 2, the computer club and the religious education club run by the church. Music is currently an area of weakness and the school is without, for example, recorder clubs or a choir. The school makes a large number of visits during the year, for example a residential trip to How Hill Field Centre involving mainly pupils drawn from Years 3 and 4, a visit to London planned for Year 6 pupils and other classes have a range of one-day visits, which have a good impact on their learning. Just as importantly, the school invited during the past year, artists, musicians, storytellers and a potter to visit the school. The police come to school to make pupils aware of the dangers of drugs and the school nurse talks to Year 6 as part of the sex education programme. Other year groups have sex education as an appropriate part of the science curriculum as the need arises.
27. The timetable for the delivery of special educational needs is drawn up by the co-ordinator who has responsibility for its implementation and monitoring. Most of the work is organised by withdrawing pupils from the class in small groups or individually, whichever is appropriate. Care is taken to ensure that on return to the classroom additional learning support is given to these pupils for any learning of skills missed. On



balance this method works well for this school and is an effective use of time. The organisation of time is well planned by the co-ordinator and is flexible to ensure that pupils are always included for any activities such as school plays or visits.

28. All pupils have equal opportunities and have access to all parts of the curriculum. The pupils who recently joined the school and require additional tuition in English receive support twice a week from a specially qualified teacher. This provision enables them to make good progress. The school is aware that it must address, by 2004, the problem of access for pupils who have limited mobility.
29. Provision for spiritual development is good. The teachers actively plan opportunities for pupils to explore the values of others through stories in English and non-European literature, music and art, drama and history, and world religions, but other subjects provide good opportunities too, for instance reception pupils were in awe when observing the structure of a wormery for the first time. The school has a very good environmental area with an excellent pond, which promotes many 'spiritual moments' through pond dipping or watching frog spawn hatch. Pupils' own ideas are expressed and valued in group time, known as circle time, when opportunities arise to talk about special moments, such as the birth of a baby. They reflect on 'who we are' and 'why we are here'. Through their studies of other countries, such as the displays on Kenya around the school, and other times the pupils develop a good understanding of our place in the world. Collective worship is a strength and of a high standard. There were good opportunities for developing pupils' awareness of spirituality, for instance a pupil showed pleasure when singing Psalm 23 then commenting, 'I like the tune of the hymn and its message'.
30. Provision for moral development is very good. The teachers and support staff provide very good opportunities for the pupils to understand right from wrong, for instance pupils are constantly reminded to be fair and truthful and to have a respect for the truth. The moral code is constantly emphasised in the school's mission statement and in class rules. Teachers make very good use of circle time to promote moral development by encouraging pupils to devise their own rules and to discuss whether they are fair. Pupils are genuinely kind to each other and unfortunate incidents in the playground are rare. When these do occur they discuss in circle time how to avoid this happening again.
31. Provision for social development is very good. There are many examples of the pupils taking responsibility, particularly to help younger pupils. For instance at lunchtimes boys and girls from Years 3-6 look after the younger pupils. They help distribute the milk at break-times. The school operates a very good 'buddy scheme' for pupils new to the school. They take responsibility for their part of the home/school agreement and ensure that homework is completed on time and returned to school. It is estimated that over 80 per cent of the pupils complete their homework on time. One of the strengths of the school is the corporate feeling, which exists throughout. It begins with the teachers who supported each other admirably in the recent past when the school was in a state of uncertainty due to a succession of management changes. They are very good role models for the pupils. Pupils are given good opportunities to develop group rules and an understanding of community living when they take part in school visits, for example the recent residential visit to a field centre.
32. Provision for cultural development is very good. Pupils have many opportunities to be involved with and to develop cultural traditions within their own area. For example visits to the church for major Christian festivals of the year and school sports days. The school actively promotes visits to the school from local people who work in the community and those who have artistic skills to offer, such as the potter, the story illustrator and the author. The older pupils make appropriate cultural visits outside the local area, for example to the British Museum in London by Year 6 pupils. The school

recognises the importance of Britain as a multicultural society. This is especially important as the school has few contacts with the ethnic and cultural diversity, which exist in many parts of Britain. At assemblies the music of different cultures is regularly played. During the inspection panpipe music from South America and choral singing from Africa were both used to introduce assemblies. There are a wide-ranging number of displays around the school promoting the major world religions and geography topics of a contrasting area, such as Kenya.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

33. The school has good practices in place to ensure the safety and welfare of pupils, including children in the Foundation Stage. It is very effective in the promotion of good behaviour including the elimination of oppressive acts. All adults in the school are sensitive to the individual needs of both the pupils and their families and they work together well as a team to ensure effectiveness.
34. The procedures for monitoring high standards of behaviour are very good. The school has the right balance between the promotion of clear rules and guidance to help pupils to follow them instinctively. The results of the effectiveness of this approach is to be seen in the progressive improvement in standards and the inspectors were especially impressed by the total absence of demeaning remarks when older boys opted for a physical education activity traditionally selected by girls. When commendations are made in assemblies pupils display obvious pleasure in this recognition by their teachers whether for effort in their work or helpfulness to other pupils. This very good feature is evident throughout the school day including break-times.
35. The locally agreed child protection procedures are fully implemented and the staff are aware that they have to be vigilant. The acting headteacher has undergone training to ensure that the latest code of practice is fully understood, another member of staff plans to undergo similar training shortly, after which a full staff briefing will be conducted. First-aid provision is satisfactory and there is clear guidance in place to ensure that the administration of medicines is managed properly. Children are looked after well if they have an accident, but there is no room available for the treatment of injuries or where pupils can rest. Fire drills and safety checks are managed properly. The school is aware that written policies are overdue for review and endorsement by the governing body.
36. The policy for special needs complies with the current legislation but a new Code of Practice came into effect on the first of January 2002. There is a transitional period up to the beginning of the autumn term to make the necessary adjustments. The school is aware of this and has begun to implement these changes. The school makes good use of all available external support from the education authority and the receiving secondary schools. They have managed to maintain this in spite of recent difficulties in the management of the school. The pupils' statements of special educational need are clear and have the appropriate guidance for teachers and support assistants. The co-ordinator ensures that they are up to date, with reviews carried out correctly each term.
37. Procedures to monitor and improve attendance are good. The school has recently reminded parents about the need to inform them promptly if their child is unable to attend and an electronic recording and analysis system enables data to be obtained quickly and easily. Consequently both the attendance levels and incidents of unauthorised absence have improved since the last inspection took place. The education welfare officer supports the school's efforts to improve attendance when necessary.
38. The school complies with all statutory procedures related to national assessments at the end of Year 2 and Year 6. An effective assessment of the children is carried out on

entry to the Foundation Stage. These assessments are supplemented with a range of other tests during each academic year, from Year 2 to when the pupils leave the school at the age of eleven. For instance, a standardised reading test is used effectively to monitor progress in reading and is now supplemented by another to confirm the analysis. Pupils also take part annually, in the optional tests set by the Qualifications and Curriculum Authority. These assessments provide a useful guide for the school to assess progress in the core subjects. The school does not formally assess or record progress in the non-core subjects and this is an area for development. The school makes good use of assessments in English and mathematics. Pupils are set realistic targets each year and their progress is tracked and amended appropriately. This is a significant improvement on the last inspection when the school was judged to be weak in the analysis of its examination results. Attention is now focused on science. Teachers monitor progress effectively during the lessons but do not always record on their lesson plans areas of concern for future planning. Best practice occurs in some classes but this is inconsistent. The analysis of progress for all groups and abilities is not fully in place and the planning of appropriate activities for the able pupils in particular is still inconsistent. For instance, only a few teachers set targets in pupils' exercise books. The arrangements for moderating pupils with special educational needs are good. The school does not consistently keep examples of pupils' work in all the core subjects, though a beginning has been made in written English. Pupils have good, and often very good, skills in personal development. They apply themselves well and show good levels of concentration. Levels of self-confidence, particularly amongst the older pupils are good. They show this best in collective worship when leading a prayer or speaking to their class or the school about a feature of their work.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

39. Traditionally the school has had good links with parents and in recent weeks these have been re-secured. Discussions with parents during the inspection week confirm that they are now very good. At the pre-inspection meeting with the registered inspector some adverse comments were made, these too were amended during the inspection week and the positive remarks now made, plus other inspection evidence, confirm that the parents have consistently positive views. Parents felt uneasy about the arrangements the school has made to cover a long-term staff absence but they value highly the helpfulness and approachability of staff, especially the high moral values the school seeks to promote. Parents would like to be better informed about day-to-day routines but it should be noted that these comments were made just after the acting headteacher had taken up her post. Good links are established with parents before children join the Foundation Stage.
40. The information to parents about their children's learning through written reports is good and those issued for older pupils provides a good range of examples of what has been studied including standards of both attainment and effort. A good feature is the opportunity each pupil has to write their comments about the fairness of the reports and for them to say what they feel they must do to improve. The school now sends home a good quality weekly newsletter to enable all parents to be updated in the development of school activities and how parents can assist. As a result, parents express confidence in the openness and approachability of the school. This is confirmed by the number of parents who assist in the classrooms where they provide high grade support. The school brochure and governors' annual report to parents are both being evaluated by the school to ensure that the information in them is both comprehensive and well presented.
41. The parent/teacher association is a lively and effective organisation doing much to enhance the ethos of this community school. Fund-raising activities and social events are arranged frequently and successfully. They are effective in linking together families, teachers and the community, including former pupils, to raise money to improve the

school's amenities. Recent initiatives have included matching a generous donation from a family with historically strong associations with the school with a donation for a pagoda in the grounds. Further improvements to the playground are planned and in the recent past donations have been made to increase the range of library books and computers.

42. The parents are keen to support the work of their children at home and teachers expressed appreciation for the efforts made by parents to ensure that homework projects are done on time. The younger pupils benefit from the support parents provide in the reading scheme and in recent weeks parents, grandparents and friends have produced a wonderful array of toys which are now on display as a 'Toy Museum'. During the inspection week the opening event was well supported by parents and grandparents. This occasion was used effectively to promote a sense of history and continuity in village life across the generations.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

43. There has been a period of uncertainty in the leadership of the school, following a series of management changes over a fairly short period. The previous inspection report was critical of the school's leadership and management. The recent appointment of a very able acting headteacher has put new heart into the school. A number of measures have been rapidly put in place. These have restored the morale of the staff, created a viable senior management team and provided a sound and dependable source of information on which the governing body can base its strategic decisions. Some abandoned policies initiated by one or other of the supporting bodies or individuals, who had earlier been involved in the short term in helping the school have been revived and made to work by the new acting headteacher. The effect is that, whereas the school had been judged in two reports to have serious weaknesses in its leadership and management, now it is very effectively led by the acting headteacher, and well managed by the senior staff and governors working co-operatively for the well-being and effective education of the pupils. It is to the credit of the staff that during the period of uncertainty and difficulty, standards of education in the school did not decline materially. A number of key issues, identified at the last inspection, have been dealt with effectively.
44. Teachers with leadership roles particularly in the core subjects of English, mathematics and science have responded well to the challenges and by adopting a positive approach have effectively set about improving standards. The leadership of other subjects in the curriculum is developing along satisfactory lines and is beginning to play a part in improving standards. As a result of staff changes, some areas of the curriculum are currently without a subject leader. An appropriate number of support staff is employed for special educational needs, all of whom are well trained. The school buys in specialist teachers particularly for 'Tracks', which is a consortium initiative to support reading, spelling and writing. The special educational needs co-ordinator is well trained and experienced and gives good leadership. As a member of the governing body she gives good advice and up-to-date information on current legislation. There is a newly appointed and enthusiastic governor who gives good support to the co-ordinator. He recognises the need to provide more consistent support for able and gifted pupils and to provide the parents with a more informative report on pupil successes in the annual report to parents. The school receives and makes appropriate use of a specific grant for supporting pupils with special needs
45. The governing body has, initially in response to the difficulties, and enabled by the open and collegiate approach of the acting headteacher, adopted a more prominent and effective involvement in the governance of the school. Individual members have accepted specific responsibilities and with the effective committee structure this has increased its efficiency. Statutory duties are fulfilled satisfactorily, governors have a

good understanding now of the strengths and weaknesses of all aspects of the school; these include the pupils' academic standards, their personal development as well as staffing and resources. This is also the case with the school's finances, which are well managed. The money provided for the running of the school is well administered and used wisely and the school is aware of the need to develop strategies to ensure that available grants are not missed because of a failure to claim them. The budget is based on the educational needs of the school and sound contingency plans are made to ensure that the pupils' education is not disrupted by sudden needs to cut spending in essential areas such as staffing. The school secretary manages the day-to-day financial business well.

46. It is now a school that knows where it is going, and the parents have responded positively to the changes involved. They share with the governors, acting headteacher, staff, and the pupils, in a common commitment to improving standards and in making the school a good place in which to grow up and learn. The school manages well the high levels of pupil mobility, ensuring reception into the school is smooth and considerate.
47. The school's current and developing policies are designed to provide for equality of opportunity for all the pupils, and to create an institution in which all its members feel valued. The good relationships between the acting headteacher, staff and the governing body are fruitful and positive, ensuring a unity of purpose and sharpness of aim for future developments in the school. This is clear in the new school improvement plan which is being devised. It was a mark of the professional insight of the acting headteacher that a well-judged interim action plan for improving the management of the school was devised and put in place within a week or so of her taking up the post.
48. Teaching is currently carefully monitored by the acting headteacher. The subject leaders of the core subjects are increasingly involved in the monitoring of the planning, teaching and of the pupils' learning of their subjects. The systems of appraisal and performance management, which had been put in place and then set aside, have been restored and the school is on target in both respects. The first cycle of performance management has been completed, staff have targets for professional development, and the training support needed has been identified. Currently the programme for the induction of new staff is well planned and managed, however, this is a recent development from a situation where inadequate support was provided. Overall, the provision made for present newly qualified staff is satisfactory.
49. The school improvement plan is being developed as a result of consultation between the acting headteacher, staff and governors. The financial considerations implied in it are realistically assessed and alternative plans with their budgetary implications are considered. In this, as in day-to-day financial activities, the principles of 'best value', including beginning to plan judgments about the effectiveness of major purchases against academic and personal development outcomes, is beginning to be considered.
50. Satisfactory use is made of new technologies in the management of the school. Teachers are beginning increasingly to use similar technologies in the planning and delivery of their work, such as the occasional receipt of homework via e-mail, but there is room for considerable development in this area.
51. The number, qualifications and experience of teachers and classroom assistants are matched to the needs of the curriculum, this includes the needs of those pupils who require additional support or who have a statement of special educational needs. The staffing of the reception class, to meet the needs of pupils who are under five, are fully met. The numbers of pupils in all classes in the school is less than the recommended upper level in national guidelines. The special need co-ordinator has sufficient non-

contact time to ensure that pupils with special educational needs have appropriate programmes of work.

52. The school's accommodation is satisfactory. It is clean and well lit. Access for pupils with physical disabilities is poor especially in the Years 1 and 2 area. The layout of the Foundation Stage makes supervision difficult for one adult. The playgrounds are of adequate size with extensive areas of grass and the pagoda provides shade during the hot summer days. There is a well laid out and properly maintained environmental area.
53. The school uses its resources well and it has very recently started a range of improvements to make them more acceptable to pupils, for example the establishment of a new library for Years 1 and 2, in which the books are attractively displayed. The pupils make reference in lessons to the good displays, for example when discussing multicultural art and music. The range of books and their location make it difficult for Years 3-6 pupils to conduct independent research. The school is aware of this problem and is currently evaluating the issue, especially the range of available books, both fiction and non-fiction. The size of some of the classrooms makes it difficult to display work. Nevertheless there are many stimulating displays in the classrooms. The range of reception large outdoor equipment was a weakness at the last inspection. This matter has been addressed successfully by the school and the provision is now good. Much of the physical education apparatus in the hall is unsuitable and old.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. The governing body, acting headteacher and staff should:

- (1) establish a consistent framework for assessment in science and the foundation subjects to monitor pupils' progress; use this information to guide long-term planning;  
(Paras: 38, 91, 96, 102, 106, 110, 114, 118, 131)
- (2) follow the example set by the generally good planning in English and mathematics and ensure a better match of task to ability, especially for higher attaining pupils;  
(Paras: 20, 22, 44, 68, 73, 79, 84)
- (3) improve the consistency and quality of the marking of pupils' work, by reviewing current policy and observing agreed guidelines; and  
(Paras: 21, 70, 71, 79, 90)
- (4) improve the standard of handwriting and presentation of pupils' work.  
(Paras: 20, 67, 80, 90)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	31

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	33	10	1	0	0
Percentage	0	8	69	21	2	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	155
Number of full-time pupils known to be eligible for free school meals	15

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	31

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	13

### Attendance

#### Authorised absence

	%
School data	3.9
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	8	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	8	8	8
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	100 (78)	100 (78)	100 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	8	11
	Girls	8	8	8
	Total	19	16	19
Percentage of pupils at NC level 2 or above	School	100 (78)	84 (89)	100 (89)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	18	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	14
	Girls	17	12	18
	Total	30	24	32
Percentage of pupils at NC level 4 or above	School	94 (77)	75 (80)	100 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	12	14
	Girls	14	14	16
	Total	28	26	30
Percentage of pupils at NC level 4 or above	School	88 (90)	81 (90)	94 (86)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	152
Any other minority ethnic group	3

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	6.8
Number of pupils per qualified teacher	19
Average class size	23

#### **Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	137

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
----------------	-----------

	£
Total income	409,293
Total expenditure	379,933
Expenditure per pupil	2,275
Balance brought forward from previous year	-10,510
Balance carried forward to next year	18,850

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
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.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out

155

Number of questionnaires returned

57

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	42	7	0	2
My child is making good progress in school.	40	47	7	4	2
Behaviour in the school is good.	28	65	2	0	5
My child gets the right amount of work to do at home.	18	51	30	2	0
The teaching is good.	42	47	9	0	2
I am kept well informed about how my child is getting on.	23	46	23	7	2
I would feel comfortable about approaching the school with questions or a problem.	56	39	5	0	0
The school expects my child to work hard and achieve his or her best.	47	47	4	0	2
The school works closely with parents.	32	40	26	2	0
The school is well led and managed.	12	18	21	21	28
The school is helping my child become mature and responsible.	42	37	11	0	11
The school provides an interesting range of activities outside lessons.	16	23	37	18	7

## **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**

55. The education provided for children in the Foundation Stage is good, they make good progress and almost all are on course to achieve the expected early learning goals during the period they are in this class before moving on to National Curriculum studies in Year 1. The school has made good provision for outdoor play which is resourced and used well. This effectively meets the weakness voiced in the previous inspection report.
56. The children are admitted to the school at two points in the year. This follows the local education authority's pattern. Those born between September and the end of February enter at the beginning of the autumn term, while those born later in the year join at the beginning of the spring term. Good links with parents are established prior to entry.
57. Assessments made soon after they join the school show that their levels of attainment are average for the county, though the spread of their current attainment is wide, and numbers are small. The current inspection supports this assessment. The well-balanced curriculum for this class is based on the early learning goals identified in the national programme for the Foundation Stage of education. The subject leader for this stage of education is well supported in the class by a trained learning support assistant and usually by volunteer helpers as well. They work well as a team, as the support staff are well briefed and share the educational and pastoral aims of the class teacher.
58. The children have planned access to a wide range of satisfactory resources and stimulating activities, including information and communication technology, to develop the areas of learning which the Foundation Stage requires. That, with the good quality of teaching and learning support ensures that they make good progress and achieve well.

### **Personal, social and emotional development**

59. Most of the children arrive at the school following some time in the pre-school playgroup in the village, or in others available to them. The subject leader has made and is developing, good links with the playgroup. This enables the transition into the school to be managed well. The pupils generally quickly adjust to being away from their parents and to work and play with other children well. They are given a good range of opportunities through imaginative play and activities, which require co-operation between them to develop well personally, socially and emotionally. This development is enhanced by the support staff who join in with the children's role-plays, extending their language and numeracy skills as well as their imagination through the conversations they have. Children are encouraged to share ideas and talk about feelings. The good quality teaching enables staff to relate well with the children encouraging them to think positively about themselves, to work together, to share resources generously and to develop good attitudes to their work. All the staff demonstrate good models of behaviour and relationships for the pupils to copy, so that relating well with one another becomes the natural way to behave. Individuals concentrate well on an activity for a considerable time, and the children are ready to accept some responsibility. Almost all are secure enough in their emotional and social development to present work they have prepared before the whole school in assemblies. The staff encourage them to see how their actions affect others in the well-planned ways in which they manage their behaviour in class.

### **Communication, language and literacy**

60. Most of the children are reasonably articulate when they arrive in the school, and learn to talk to adults, with increasing assurance. The literacy work builds well on this and they are able to communicate their ideas and feelings with growing clarity and confidence as a result of the steady influence of all the staff. They provide a regular stream of conversation and communication for the children as they work with them. The children make a satisfactory start with reading and, supported by the staff and helpers in school, as well as the co-operation of parents, they develop skills in reading in line with expectations for pupils of or approaching five. They begin the development of writing skills and learn to recognise and write their own names. The children match sounds with letters and learn to make regular and recognisable letter shapes. They enjoy books, both when being read to and when handling books themselves. Children join in enthusiastically with stories which have repeated phrases and rhythms. The teaching of language, literacy and communication is good. The children are well prepared for the National Curriculum literacy work. The staff encourage the children to speak and explore language. They provide good models of speaking and listening for them to adopt especially in the role-plays they engage in. One example was the hospital game when the support assistant, pretending to be a patient, suggested ways of extending their vocabulary as the game developed.

### **Mathematical development**

61. The children extend the understanding of numbers and quantities with which they arrive as a result of the good teaching of numeracy skills. They are currently reaching levels appropriate for their age and stage of development. They match numbers to objects and work out 'one more' and 'one less' than a given number from 1 to 10, and identify of numbers from 1 to 20, and most of them clearly understand the terms 'odd' and 'even'. The teacher and support staff lose no opportunity to consolidate the children's understanding of numbers, for example counting when lining up for assembly in twos. The children explain what they are doing when arranging objects to match numbers, and they use correct terms such as square or round when dealing with flat and solid shapes. Practically, they match objects of similar length when using construction kits. In sand and water play they develop a sound understanding of capacity. The parents and children are encouraged to practise number work at home; this has a beneficial effect on the good progress they make reaching the early learning goals in this area of learning.

### **Knowledge and understanding of the world**

62. The staff encourage the children's natural curiosity, and help them to explore and talk about the interesting objects in the classroom and found about the school. The children listen carefully to stories about other places and other times and were fascinated by the historical toys collected by the pupils in Year 1. They look at the weather each day and discuss how to describe it accurately. They use construction kits successfully to make up their own models of real life objects, explaining what they are doing to each other as well as to the staff. They explore everyday life experiences through their role-play stimulated by pretend nursing equipment such as stethoscopes. The children are given a good balance of freedom and direction in the choice of activities. Water and sand play provide opportunities for experimentation. In preparing the vegetables for the soup they made, there was a good deal of classifying and arranging the vegetables as well as conversation developing the range of words describing them. When they looked at earthworms and prepared a wormery, they were sensitive to the needs of the creatures, asking whether water was needed in the wormery for them to drink. They made acute observations about them, wondering how they moved without legs, and wondered whether they could see. The teaching is imaginative and inclusive. The staff take every opportunity that presents itself to deepen all the pupils' levels of understanding of the world around them, both inside and outside the classroom. Good use is made of parent and other helpers to introduce topics from outside the school.

## **Physical development**

63. The children arrive in the school with a sound range of physical skills. They learn quickly to run and jump with control as well as with enthusiasm. They change their clothes for physical education lessons quickly and with growing independence. The teaching of physical development is good; the teacher and support staff give enthusiastic encouragement to the children, praising their efforts, so that they are willing to try new activities. The quiet insistence of the class teacher ensures that they try hard, behave well and benefit from the activities they engage in. Play in the appropriately resourced outdoor area is also very effectively managed, and the teacher's planning is flexible enough to take advantage of opportunities for outside play when the weather allows, and to promote it when the pupils have need of an energetic change of activity. This sensitive approach to planning ensures that sessions proceed at a good pace and that the children are stimulated well. Out of doors, the children develop good skills in moving around a space, in balancing and controlling their actions to work with a partner. They are taught to hold pencils and brushes correctly and to handle tools like scissors and knives safely such as the trimming of vegetables for soup where the support staff helped each child individually to cut some of the vegetables. They cut and stick different materials, such as card and cloth together carefully when making things. They are taught how to use the keyboard and mouse on computers so that they can follow the programs available to develop other areas of learning.

## **Creative development**

64. The children enjoy painting and develop skills in mixing colours, sometimes as a result of their own experiments and, in other cases, they are shown how to do it. They make interesting pictures of familiar things. They paint portraits of people in the school to good effect and display them in assembly. Using computer programs, they make pictures and drawings and print them. The children make music, singing simple songs from memory, linking them with number work. They make good use of the role-play corner, which was turned into a hospital reception area, in which they played out their own stories and pretend games. These mimic adult activities and foster the pupils' imagination as well as developing a range of other skills. The teaching in this area of learning as in the Foundation Stage in general, is consistently good.
65. The planning of the work in the Foundation Stage is good. It is clearly related to the national early learning goals which almost all the pupils attain by the time they are five. The regular day-to-day assessment of the pupils' progress is detailed and used carefully in planning future work. There is good co-operation between the staff in the class and they have high expectations of the children. All pupils, whatever their background and prior achievements profit from the curriculum offered in this stage of education. The basic skills of learning are well grounded so that this stage provides a sure foundation for future learning. The pupils enjoy what is planned for them and learn well from it. The subject is well managed and plays an important part in the good progress all the pupils make and the good results they achieve throughout the school.

## ENGLISH

66. Standards in English in the school overall are good. This is a marked improvement on the previous inspection and continues a trend identified in the subsequent Additional Inspector led evaluation in October 2001. Standards of attainment in the skills developed in English are used effectively in all the other subjects in the curriculum. Standards in speaking and listening are good. In lessons and in conversation, pupils throughout the school are very articulate and use a broad and adventurous range of words to answer questions and to express opinions confidently and expressively. Reading standards are good in each class. The younger pupils learn and use a good range of methods of dealing with unfamiliar words, and as a result of the encouragement they receive they read with a good range of expression. Parents support reading well, and good use is made of the reading records that pupils take home with their reading books. By the time they leave the school pupils are competent readers, able to tackle articles from reference books and the Internet with confidence, as well as reading and enjoying works of fiction appropriate to their age. This also applies generally to those pupils with special educational needs who achieve well as a result of the extra help that they receive.
67. Handwriting throughout the school varies in quality and lacks consistency in its development. Overall it is satisfactory, though in classes where the teaching is less effective and expectations are not high enough handwriting and general presentation are untidy and below the levels expected. Generally throughout the school presentation does not match the quality of the work it records. Improvement in handwriting is already an item in the development planning for the subject. Spelling is of above average standard at each stage of the pupils' development. The common words are either correctly spelt or phonetically reasonable, and unfamiliar ones intelligently attempted. Pupils learn to use dictionaries in Years 1 and 2 and continue to use them effectively throughout the school. They learn the conventions of grammar and writing well, using full stops and capital letters in the right places in Years 1 and 2 and using paragraphs and other conventions well by the end of Year 6. Pupils produce good quality writing, appropriate to their age and stage of development, throughout the school. This is as a result of the good efforts the teachers put into improving this aspect of English, following the previous inspection, when writing was judged to have some weaknesses. Their writing covers a good range of styles and types of communication. As a result of good teaching, the pupils write clear and well-sequenced instructions, gripping detective stories, poems with a variety of structures such as Haiku and journals of imaginary or real events. The high quality of writing also improves standards in other subjects such as history and religious education, as well as in writing up experiments in science. Boys do equally as well as girls in all aspects of English and in some years unusually outperform them particularly in writing. The school has paid particular attention to this in planning for the improvements in this subject.
68. In some classes the degree of challenge occasionally provided for the higher attaining pupils is lower than it should be due to a reliance on worksheets that are appropriate for the middle range of abilities. The good support for the pupils with special needs and the lower attainers enables them to make good use of them, but the higher attainers find the work undemanding. In Year 6 this trend is reversed. The proportion of pupils gaining higher than average levels in the standard attainment tests is better than average.
69. The good support provided for those lower attaining pupils with special educational needs enables them to make good progress. There is a high level of co-operation between the class teachers and the trained and effective learning support assistants. Sound use is made in the planning of their work and of the well-designed individual education plans
70. The teaching of English in Years 1 and 2 is mainly good with none less than

satisfactory. The planning of English is good, based effectively on the National Literacy Strategy. This has improved the quality of the pupils' learning by maintaining their attention and pace of working and providing them with a clear understanding of what they are learning and why, among the older pupils. Teachers make good use of the classroom support staff. The pupils' work is assessed effectively and this is used to develop the curriculum in English well, though the quality of marking is inconsistent. Good practices in teaching are shared by the teachers, and this is facilitated by the developments in monitoring of the teaching of the subject by the acting headteacher and the subject leader recently. There is also a good deal of co-operation between teachers in making judgements about standards and in planning work to ensure that the work for each year follows effectively on what has gone before. Where the teaching is less experienced the expectations of pupils' behaviour and achievement is less secure.

71. Overall, the teaching in Years 3-6 is good with some of it very good. The pupils are encouraged and trained well to write imaginative and extended narratives. They write detective or other stories, poems and accounts of experiences they have enjoyed, using skills developed in the literacy sessions to improve the quality and pace of their writing. Particularly where the teaching is very good, pupils respond to the higher expectations of them and this is an important element in the better progress they make in these classes. Their developing writing skills are also used in other subjects and in the production of a newspaper. The good quality teaching maintains the pace of the pupils' learning and encourages independence of thought and expression. The assessment of English is carried out well and the results used for planning subsequent work effectively. Where the teaching is good, the marking provides clear targets for improvement and this gives the pupils a direct stake in their own learning. Where the teaching is less good the marking is supportive but not informative. The high quality of relationships throughout the school means that the management of the pupils in class is very good and produces a good sense of partnership in their learning. The marked improvements in the subject since the previous inspection is the result of good leadership in the subject coupled with a commitment to improving the standards in English among all the teachers. This has also resulted in the provision of a good range of opportunities for developing the pupils' learning further through imaginative developments in teaching linking various subjects together to their mutual advantage. One example of this is the use of Kenyan artefacts, as objects for learning how to make accurate descriptions which, in turn, extended their knowledge of geography. Another is the use of an account of the work of John Logie Baird in the development of television to study as an example of a non-fiction text.
72. The leadership of English is good, teaching and learning are monitored and the information, as well as that gathered from the assessment of pupils' work is used for developing the subject further, such as the decision to work on pupils' handwriting. The subject plays a considerable role in the pupils' spiritual, moral, social and cultural development through studies of both English and non-European literature. Pupils with English as an additional language receive well-directed support and have full access to the English curriculum along with all the other pupils. As a result, they make good progress in their learning. Satisfactory use is made of information and communication technology in English and pupils regularly draft pieces of writing directly onto the computer and edit them prior to printing them.



## MATHEMATICS

73. Standards of attainment throughout the school are good and the pupils of all ages achieve standards which are above the national average. Progress throughout the school is good. This judgement, which is the result of lesson observations, scrutiny of pupils' work and discussions with pupils is confirmed by the results of the National Curriculum tests for 2001 at the end of Year 2 and Year 6. This is an improvement from the last inspection when standards were judged to be broadly in line with national expectations. The school has set realistic targets for 2002, based on the assessment information gained from tracking pupils' individual targets and they are on track to achieve these targets. Last year's targets were easily beaten suggesting that they lacked the appropriate challenge. Pupils in the higher attaining group occasionally lack the appropriate challenge and some of the work set is not sufficiently refined for their need. The school is aware of this weakness and has produced an action plan to deal with this issue. Currently 'Springboard' and 'Booster' mathematics are not available. This is due to a decision made by the previous school management.
74. The school has successfully introduced the National Numeracy Strategy. The quality of teaching, which is usually good, has improved pupils' numeracy skills, particularly their quick recall of number facts and their confidence in problem solving. For instance, in a Year 1 class, pupils were observed speaking with confidence about their tasks and showing delight at the successful outcome. Most oral and mental sessions are taught with enthusiasm and the clearly explained learning objectives make learning interesting for the pupils. For instance, in a Year 5 lesson, the teacher spent some time explaining the learning objectives and then clearly recording on the whiteboard the method she wanted the pupils to follow. Mathematics is sometimes used effectively in other subjects such as history where a timeline was successfully used to give the pupils an understanding of chronology in their project on toys. On other occasions, tally charts and graphs have been used to explain procedures in science. For instance, pupils in Years 5 and 6 use data handling to produce block graphs and line graphs to record the effects of temperature on dissolving solids. Information and communication technology is not well used in mathematics. This is partly due to limits placed on the organisation as the teacher had to manage both the class and a small group of pupils on the one computer without support.
75. In all year groups, the majority of pupils show a good grasp of mathematical concepts. Most pupils present information and results in a satisfactory manner though in some classes the teachers accept work which is poorly set out. They select suitable equipment for the task but have limited opportunities to use information and communication technology in the normal mathematics lesson. Teachers generally plan well for pupils to apply mathematics to real life situations. For example, pupils in Years 1 and 2 quickly learnt how to provide change from £1 coins when purchasing vegetables.
76. Throughout the school, pupils develop good computational skills and standards in numeracy is a particular strength. In Year 1, pupils count in twos to twenty and beyond, and sequence numbers to 100. Pupils in Year 2 add and subtract two-digit numbers, investigate missing numbers to 100 and work confidently with numbers to 1000. Pupils in Year 3 count confidently in twos and fives to and from 100. In Year 4, pupils know how to split up numbers into small units and combine them to form a larger number. Pupils in Year 5 know how to approximate and then make number grids to check for accuracy. The oldest pupils accurately order and round up large numbers, for example, they know how to write seven million in figures. They use calculators to tackle complex questions using the correct functions
77. In shape, space and measures, pupils in Year 1 accurately identify cubes, cuboids,

spheres and cylinders and make good clear models to investigate their properties. They know objects longer or shorter and about the same size as a metre stick. In Year 2 pupils understand symmetrical shapes and accurately compare circles and equilateral triangles with irregular shapes. Pupils in Year 3 study shapes of different triangles and construct Venn diagrams to sort multiples of 2, 3, and 5. A pupil with English as an additional language makes good progress in this work due to effective teacher support. Year 4 pupils accurately construct patterns drawn with compasses and compare the different arcs. Year 5 pupils investigate nets making cuboids. They take packages apart to look at the nets. Pupils in Year 6 have a good understanding of angles. They construct two-dimensional shapes and measure their angles. They use protractors well and calculate whether the angles are acute, obtuse or reflex. Many of the higher attaining pupils show good levels of mathematical reasoning in this class.

78. Most pupils in Years 1 and 2 collect data in class surveys and use it well to produce pictograms and bar charts to identify for example, the frequency with which their favourite fruit or pet is repeated. Pupils in Years 3 and 4 on a recent visit to a field centre, took part in an orienteering exercise to learn how to use the compass. Pupils in Years 5 and 6 show a good understanding of how to interpret bar-line and frequency graphs to analyse data.
79. The quality of teaching is good overall with most of the good teaching occurring in Years 3-6. There was no unsatisfactory teaching observed. Teachers plan co-operatively with good support from the co-ordinator. In the best lessons, the teachers explained the objectives for learning clearly, often writing the main points on the board for the pupils to follow. They also made a point of going over previous learning to assess whether the lesson planned was appropriate. The only weakness in the teaching was in the occasional lack of planning of tasks for the most able pupils and the lack of rigour in the marking of pupils' work. Teachers set homework and there is a good response from pupils, particularly in Years 5 and 6. Teachers have begun to set annual targets which are tracked from year to year. However, short-term targets, identified as a result of assessment procedures, in pupils' exercise books are variable and this combined with the inconsistent marking is a weakness.
80. Pupils have positive attitudes towards learning and most enjoy their mathematics lessons. They show a good response to the mental strategy and enjoy the challenge. They co-operate well together and enjoy discussing their performance. Pupils are attentive and they concentrate hard on the task. This makes a good contribution to the high standards achieved. Presentation of work is variable and more emphasis on taking pride is a challenge for the teachers to get over to the pupils.
81. The subject is managed by a confident, experienced and well-informed co-ordinator. There is some monitoring of teaching and learning and this has had a positive impact on standards. The teachers receive feedback following the observations and all classes have been appropriately observed during the current school year. The co-ordinator is suitably involved with the scrutiny of the medium-term planning and carries out an annual audit of resources and makes good use of the analysis of test results to inform planning.

## **SCIENCE**

82. Overall standards, based upon the observation of pupils' previous work, in Years 3-6 are above average. This represents an improvement on the previous report. An important contribution to this improvement has been the development of investigative work in the subject and the overall good quality of teaching. It also confirms that progress has continued to take place, as was noted in the Additional Inspector's report of last October. Standards in Years 1 and 2 are average. This maintains the position found in the previous report. However, a period of uncertainty, related to staffing

problems in one of the classes, put a temporary hold on progress. The school is working hard to return to the good standards of the previous year. The improvement in the standard of writing, since the last report, has also had a positive impact on the recording and reporting of the pupils' investigations and experimentation. Pupils with special educational needs make good progress as they are well supported and are effectively included in all aspects of the work.

83. The pupils show considerable enthusiasm for their work in science. The quality of their relationships is very good. As a result, any investigative work carried out by the pupils is invariably successful, as they are able to collaborate and co-operate in the use of resources exceptionally well. This has a clear benefit to the quality of their learning. For example, in a Year 6 lesson on electrical circuitry, the pupils, having had very clear objectives set by the teacher, worked with exceptional concentration for an extended period and were challenged by the range of tasks they undertook. However, it was their ability to share apparatus and ideas that resulted in the high levels of achievement. Occasionally, whilst enthusiasm and relationships are still positive, the lack of clarity of the task to be undertaken reduces co-operation to satisfactory levels, as was the case in a Year 3 lesson on permeability. When the objective of the testing is clarified, learning improves and the pupils work well collaboratively.
84. The generally good level of teachers' planning indicates that they recognise the importance of including an element of investigation into as much of the work as possible. This is an important improvement. It results in, for example, Year 1 successfully tabulating taste tests and pupils in Year 4 accurately reading, recording and interpreting the drop in temperature of water in containers that are variously insulated. Evidence from previous work indicates good investigations, for example the growth of plants, the length of shadows, height and length of arms, correspondence and pulse rates. However, the planning does not always indicate particular tasks that are matched to the needs of groups of pupils, for example those who are higher attainers. This remains a weakness as noted in the last report. There was little evidence of opportunities being planned, particularly for the older pupils, to select their own required resources from an extensive range in order to carry out an investigation. Where provision for higher attaining pupils is planned, it is generally characterised by an expectation that they will carry out more of the tasks, at the same level of difficulty, rather than facing additional challenges, for example considering more of the predictive elements of the work.
85. The teachers generally manage their classes well. This ability results in the effective use of time, good pace in most lessons and contributes to the good quality of relationships in the classroom. This was effectively demonstrated in a Year 1 lesson when the teacher expertly judged the time to move on to a variation in the fruit tasting activities, as learning began to falter a little. This maintains the pupils' motivation and therefore their learning. Good classroom organisational skills ensure that some Year 4 pupils, who had been withdrawn for extra literacy work, were well supported in that they had the same investigative opportunities despite their withdrawal. Occasionally, where organisational matters are not clearly thought through, the pace of learning suffers, for example when pupils spend too much time finding a suitable vantage point when observing a materials' demonstration.
86. The teachers see relevance as an important aspect of the science curriculum. The teachers seek, generally successfully, to relate work to pupils' previous everyday experiences, for example using corn seed as a dramatic demonstration of changing materials when it becomes popcorn, or discussing the impact of human activity on the environment on a residential field trip. These approaches generally lead to good scientific learning.
87. As a result of the increased focus on investigative work, the pupils' understanding of

scientific prediction and the notion of fair testing have improved since the last inspection. Most teachers refer appropriately, right from Year 1, to whether or not a test is fair, some uncertainty remained, for example in Year 3 when they investigated soil, but it is firmly established from Year 4 on, as was shown by the class's accurate responses to the class teacher's questioning related to the insulation test they were carrying out. There was, however, limited evidence of pupils being tasked to select one factor at a time in order to reduce variables and produce a fair test, as was the case in some previous work done by Year 6 on plant growth.

88. Pupils in Year 1 have a good understanding of the work they have carried out on, for example, light and sound and the simple structure of the human body. Their developing writing skills are used to good advantage to record observations and to express their own ideas. They also use their understanding of mathematical tallying when carrying out a survey and create a graph to represent the gathered data with the aid of a computer. Year 2 pupils' knowledge and understanding of topics, such as healthy food, sense of taste and simple forces, is satisfactory. The range of work covered last term by this last class was less than normally expected.
89. Overall, pupils in Years 3-6 show an above average understanding of their work and achieve well. They have a good grasp of the structure of animal and plant life, the difference between living and non-living things, and how human activity impacts upon the environment through work on pollution and biodegradable substances. Their learning of simple astronomy was supported well by effective planet mobiles indicating scaled distances from the sun. Effective understanding of forces was developed well through an initial study of the human skeleton and muscles, leading to good use of a newton meter for measuring forces. The pupils' knowledge of simple electrical circuitry has improved since the last inspection. Higher attaining pupils deal well with, for example, the difference between series and parallel circuits. Whilst there is some appropriate use of assignment sheets, their use is now more restricted than at the last inspection, giving the pupils greater opportunity to describe their knowledge and understanding in their own way and to develop their writing skills.
90. The teachers have high expectations for the quality of personal relationships and for standards of behaviour. With the exception of Year 1 and Year 6, expectations for the quality of presentation of pupils' work are not high enough. There is also a lack of consistency in the quality of marking. Most teachers rightly praise good work, but the setting of targets for improvement is rarely found. All the teachers work exceptionally well with the learning support assistants, who play a valuable role in supporting pupils with special educational needs and assisting very effectively when practical work is being undertaken. This support contributes to the pace of learning. Homework is used appropriately, when needed, to support or extend the pupils' learning.
91. The subject is well led. The co-ordinator has a clear view of the direction the subject needs to take. He sees, quite correctly, that one of his main roles is to determine what pupils' learning is like in the subject. There is now an agreed programme of monitoring of teaching and learning, which is to start again after a year's delay and where the previous focus was progression in pupils' investigative skills. A major focus of the monitoring will be the sampling of pupils' work. The co-ordinator is aware that assessment in the subject needs development and greater consistency. He is trialling a scheme based on national guidance and beginning to develop the tracking of individual pupil's progress, which is currently a weakness. His examination of science planning has led to an effective system of modifying the future curriculum in the light of experience. This is good practice. The role of the co-ordinator is being developed appropriately by being made responsible for a budget. Every opportunity is sought by the co-ordinator to broaden the science curriculum, for example by organising a residential field trip, which has a strong investigative bias, and by an annual visit to the London Science Museum.

## **ART AND DESIGN**

92. Standards throughout the school are above average. This judgement is based entirely on the analysis of pupils' previous work. Evidence from informal conversations with pupils and teachers' planning was also considered. This evaluation represents an improvement in attainment from the last inspection.
93. Although it was not possible to observe any art and design lessons, it is clear from the quality of pupils' work that teaching is good throughout the school. A wide range of media and styles is used to good effect. Pupils in Years 1 and 2 produce effective snow pictures and a large group scene of birds in a wood; the use of wool, tissue and corrugated cardboard helps the pupils to understand the impact of texture in a picture. Other imaginative use of texture was seen, for example in Year 5 work using paint and dough which is then 'combed' to create an effective impact, and Key Stage 1 pupils painted sand pictures as examples of Native America art.
94. Collage features strongly in the pupils' work, for example in Year 3, owl pictures using feathers, and in some Year 6 work linked to the study of fictional characters in literature. The pupils show skill and accuracy in the use of a variety of materials to enhance the picture, as they do in the production of clay models. Year 4 pupils use pastels well and produce good black and white zebra prints. These pupils also show considerable imagination in using a narrow range of colour to produce pictures that are either 'warm' or 'cold'; similarly, Year 5 do when representing 'moonlight' in relation to their science work on astronomy. The design element of the subject is shown by well-executed and accurate Year 3 repetitive pictures. Good observational skills are evident in a pencil drawing of a model of a Maasai warrior.
95. The teachers inspire the pupils' imagination by linking, for example, music to art by using a Beatles song and Native American chants as starting points for their work. The pupils' understanding of different styles of art is good. They produce very effective pictures in the styles of Seurat, Picasso and Klee. The appreciation of the different styles of art is also well illustrated in a discussion, with some Year 3 pupils, about Picasso and Gauguin. They showed great enthusiasm about this work with one pupil perceptively describing Picasso's work as 'sort of artistic fiction' and Gauguin 'is like fact'.
96. Art and design is a strength of the school and it is used very well to motivate and enhance work in other subjects. The acting headteacher is monitoring the subject in the absence of the co-ordinator. The teachers plan well for the subject and use art and design effectively to support the pupils' spiritual and cultural development. There is no formal system of assessment of the subject. Standards are also assisted by the availability of a good range of resources.

## **DESIGN AND TECHNOLOGY**

97. Two lessons were observed during the inspection, in Year 1 and Year 6. Evidence was also obtained from teachers' planning and displays of work around the school. On the basis of this evidence, standards in Years 1 and 2 are in line with expectations for pupils of this age. Pupils achieve well and, by Year 6, standards are above average. This is an improvement on the previous inspection report. Pupils with special educational needs, as a result of effective support, make good progress.
98. As part of their work in food technology, the Year 1 pupils confidently pick out fruits, from a very large range, according to a criterion set by the class teacher, such as size, colour, shape or texture. Some of the higher attaining pupils remember the names of

relatively uncommon fruits, for example lychee, pomegranate, lime and papaya. Most pupils answer confidently and correctly when asked about the preparation requirements, if any, before eating a particular fruit. The pupils' good learning is a result of the very clear setting by the class teacher and of the learning objectives that are frequently referred to during the course of the lesson. The pupils show good levels of concentration and enthusiasm for the work, which is followed by a written task involving further grouping by two criteria determined by the pupil. Good planning by the teacher links the food technology work to the following day's science lesson when a tabulation exercise on the taste of the fruit, as part of work on the senses, takes place. This is good teaching.

99. An early understanding and appreciation of the design process is evident in some Year 2 work. The pupils produce satisfactory models of a range of vehicles, some illustrating the problems with making an effective axle. The work is supported well by evidence of the pupils using working designs, followed by early attempts at simple evaluation. This is good practice and supports pupils' learning well.
100. The pupils' understanding of simple electrical circuitry was used well in a Year 6 design and technology lesson. The task was to use this knowledge to design and create an electrical quiz board, together with a set of questions and answers. Most pupils used effective computer skills to write and print the set of questions and answers. The high expectations the class teacher has for standards of presentation led to carefully, and sometimes very imaginatively, mounted questions and answers, for example one pupil used pinking shears to make a more attractive display. The pupils in this lesson concentrated very well, collaborated and co-operated effectively in the use of resources and showed pleasure in achieving the set objective. They were very pleased to discuss their work and share in the design problems. Some positive attitudes, coupled with the class teacher's good relationships with the pupils and high expectations for behaviour, resulted in very good learning. As a result of this very good teaching, aided by a very effective learning support assistant, the pupils were challenged by the activity and achieved very well.
101. Evidence from teachers' planning indicates a wide range of design and technology activities including clay work, weaving and work with resistant materials, such as wood and plastic. Work in food technology is restricted, owing to the absence of a suitable area for 'cooking', and is limited to such tasks as 'design a pizza and healthy meals'. Previous good quality work was evident in a display of designs for a 'Globe Theatre brochure' and in some wooden mazes.
102. The subject is well led by the experienced co-ordinator. Planning follows national guidance modified to meet the needs of the school. Whilst the school has no formalised assessment procedures in the subject, in the Year 1 lesson the effective learning support assistant made notes, for future use, of individual pupil's responses and, for example, their knowledge and understanding of new vocabulary. This is good practice. A framework for the monitoring of teaching and learning has just been agreed, to be coupled with an evaluation of assessment strategies. However, the modification of the future curriculum in the light of the evaluation is well established.

## GEOGRAPHY

103. Standards of attainment are broadly average in Years 1 and 2 and better than average in Years 3-6. Teaching and learning are mostly good throughout the school and pupils make good progress in their learning. Pupils develop satisfactory geographical skills by the end of Year 2 but by the end of Year 6 these have developed very well and are now good. This is an improvement on the last inspection when standards were found to be broadly average and progress satisfactory throughout the school. Pupils with special educational needs are supported well and make good progress.
104. In the one lesson seen in Year 2, pupils compared geographical features between town and country and had a satisfactory understanding of their differences. They know the sounds of the countryside, such as rustling leaves and the noise of the traffic in the town. The scrutiny of work and the displays around the school show that the pupils have a satisfactory knowledge of contrasting localities and their features, through the travels of 'Barnaby Bear'. Pupils know that there are hot countries and cold ones and carefully plan what they would wear on their travels. They study different kinds of homes and draw simple pictures, which lack much of the detail from the earlier discussion. Written work at this stage is only satisfactory. When they move to Year 3 pupils study in greater depth a wider range of topics. The visit by pupils in Years 3 and 4 to a residential study centre at How Hill has a good impact on their development of observational skills and how to record data. They learn practically how to weave, thatch and use clay for modelling. They make good use of their data handling skills to keep a record of all the types of birds observed and produce graphs to illustrate their findings. Pupils in Year 4 also study a contrasting country overseas such as Kenya. They learn important facts about the crops, animals and how the people live. Resources for this lesson are of good quality. They also make good use of the computer to search for information on the Internet. Year 5 pupils learn about water, its sources, distribution and its importance for life, particularly when contrasting hot localities overseas. Good use is made of school visits, for example Year 6 pupils study the river Bure and make visits to the coast to explore the seashore. Other pupils make good use of the environment around the school and also the school's very good environmental area.
105. The quality of teaching is good overall through the school. In the Year 2 lesson, the teacher made good use of a story to illustrate town and country life. Teaching is particularly strong in Years 3-6, where there is an emphasis on studying topics in depth and making good use of resources such as the Internet. All teachers use questions effectively to assess pupils' learning. Resources are used well and the school makes effective use of the schools' library service. Pupils enjoy geography and this is best seen in the photographs of school visits and the enthusiastic response of the pupils. Displays of work are good and show pupils' involvement in work at home and the care and pride taken to produce good quality written work. There are direct links with other subjects, the most obvious is English, but there is evidence of music, art and a multicultural influence in displays such as the one on African culture. Mathematical knowledge is used well to collect and use data in a graphical form. Pupils make good use of information and communication technology with such programs as My World, the Oxford Talking Atlas for Years 1 and 2 and the Internet to source information on village life in India and for maps and the weather.
106. The co-ordinator has been in post for one year and has an appropriate action plan to analyse the range of books available. Plans are also in hand to begin the effective monitoring of teaching. However, no formal system of assessment and recording of pupils' progress has yet been established. The resources need auditing and the co-ordinator is aware of this. The schools' library service provides books on loan for topic work. This a useful resource and has a good impact on topic work. The medium-term plans are appropriately monitored to ensure coverage of the National Curriculum and the progressive teaching of skills.

## **HISTORY**

107. It was not possible to see any lessons taught in Years 1 and 2 but, from the scrutiny of work and observation of displays, pupils exceed the standards expected and make good progress in their learning. In Years 3-6 it was possible to see one lesson, interview a group of pupils from Year 5 observe displays and scrutinise pupils' work. From this information standards of attainment are above average and pupils make good progress with their learning. This is an improvement on the last inspection when standards were judged to be satisfactory.
108. By Year 2 pupils have a good understanding about the passage of time and in the Year 1 class pupils have constructed a time line to help them classify their toys into the correct period. This is a good link with the mathematics curriculum. They also know about important events such as the Great Plague and the Fire of London. Whilst studying this topic they discussed how the people of London felt and how they reacted. This was a good example of cross-curricular work linked to their spiritual development. Pupils have a good understanding of ancient civilisations. Pupils in Year 6 earlier in the year studied the ancient Greeks. They learnt about their culture, the city states, their world famous buildings and the myths and legends surrounding the Greek Gods. When a group of pupils from Year 5 were interviewed they talked extensively about the Victorian period. They discussed a wide range of topics including the Industrial Revolution and related facts such as child labour and life in the slums. The pupils knew about the rapid development of transport including the railways and the canals. They showed a good vocabulary and understood the passage of time. They also knew that changes happen slowly over time. The pupils have a good knowledge of cause and effect. Pupils make good use of the computer in Years 3-6 to search for material on the Internet.
109. Taking into account the displays of work and the scrutiny of work, standards of teaching and learning in Years 1 and 2 are good. In Years 3-6 it was possible to observe one lesson and interview a group of pupils from another class. With these additional observations standards are judged to be good. The evidence shows that the teachers have good subject knowledge, plan well and set the pupils interesting and challenging activities. Written work is of a good standard and the pupils take pride in their work. There were good examples of independent learning in Years 5 and 6. Pupils enjoyed homework and readily searched for source material. Occasionally pupils use role-play and this is good practice, for instance when pupils were discussing the life of Florence Nightingale. Standards of behaviour are good and pupils show good attitudes towards their work throughout the school.
110. The co-ordinator has been appointed recently and is soon to begin monitoring teaching and scrutinising books. An audit of resources is also to be carried out. These are all good initiatives and will consolidate the management of the subject. There is no formal assessment of this subject. The staff organise visits for the pupils as part of the curriculum. Resources are satisfactory but the school makes use of the schools' library service for specific projects.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

111. Standards in information and communication technology are in line with what is expected of pupils aged seven and eleven in most areas of the subject. This is similar to the judgement in the previous inspection. That report indicated that this represented progress in standards. This improvement was not continued and until recently the subject has stagnated. The school has received part of its national funding to improve the subject and the associated staff training is due for completion. This has allowed for



some increase in the provision of computers, but this is still below average. The purchase of more machines and other resources to broaden the areas of modelling and control technology to ensure delivery of a broad curriculum in the subject is in the school's current planning. Decisions about the siting of further computers, in classrooms to increase the use of information and communication technology to support the curriculum, or in a newly created computer suite, to facilitate the teaching of the subject, have not yet been reached.

112. By the end of Year 6, pupils achieve levels of competence in the use of the technology which allow them to use desktop publishing programs to create greetings cards, to design and print articles and stories with illustrations and graphs. They also successfully use data processing programs to handle the results of scientific experiments and to display them. They send and receive e-mails, those with machines at home use them to send homework to school or complete holiday quizzes. The school is careful also to make provision for quizzes to be completed by other means so that pupils without home computers do not feel deprived. An after-school computer club also provides opportunities for keen pupils to develop their skills further in their own time. Pupils with special educational needs make good progress as they are well supported. Areas of computer activity initiated in Years 1 and 2, such as control technology, using a floor turtle or Roamer, are developed further in Years 3-6 when control programs are developed by the pupils to draw specific shapes or outline letters on the computer. In the same way a satisfactory foundation for word-processing and desktop publishing is achieved in Years 1 and 2 as the pupils develop their skills with the keyboard and mouse. They learn to write stories, for example, directly onto the computer editing their work on the screen before printing it. Computer skills are also developed well among the younger pupils as they use drawing and art programs to produce pictures, or use programs to support literacy or numeracy. In both key stages, the pupils use computers to gather information from CD-ROMs as well as from controlled access to the Internet.
113. The quality of teaching and learning varies from class to class dependent to a large extent upon the security of the teachers' and support staff's technical grasp of the subject, as a result of the training they are receiving. In those classes where the teachers are confident, the resources are used well and the pupils make good progress using the subject to support their learning across the curriculum. Where the teachers or other staff are less confident the subject is used less often and consequently the pupils make slower progress. Teachers offer each other support, and some use is made of the practice of teaching a skill to some of the higher attaining pupils for them in turn to help other pupils in the class. Some of the staff make good use of small parcels of time to teach single skills. A good example of this was a very short lesson revising the use of the Roamer in Year 4, preparatory to using some otherwise dead waiting time when the class went swimming, to develop the pupils' understanding of control techniques. Overall the development of the subject is slower than usual because there are fewer computers than would normally be the case in a school of this size. This means that it takes longer for each new skill to be practised by all the pupils in the class. The teaching competence of the staff and the enthusiasm of those with more confidence who help their colleagues, support the pupils' sound levels of achievement. The use of the subject for the support of pupils with special educational needs has been appreciated and it is used well as part of the good level of support that these pupils receive. A significant feature of the provision for information and communication technology is the weekend spent by Years 5 and 6 in the media centre in Cromer. This provides the pupils and the participating staff with an extra breadth of experience in the subject.
114. The leadership of the subject has had a lower priority as other areas of the curriculum, identified as needing urgent development in the previous report, were concentrated upon. The planning of the subject follows the national Qualifications and Curriculum

Authority guidelines. The trial use of the learning objectives contained in this as a basis for regular assessment of the subject, which is currently inconsistent in its application, is at a very early stage of development, as is the monitoring of the teaching in the subject. A useful, newly developed tool for assessing progress and identifying standards in the subject is the creation of a file of work indicating what can be done, and the standards that can be expected and achieved. The school has appreciated the way in which information and communication technology has fallen behind, and it has already been identified as a priority for development in the school improvement planning.

## MUSIC

115. It was not possible to observe any music lessons in Years 1 and 2 and, therefore, to judge standards at the age of seven. Standards in the two observed lessons in Years 3-6 were those expected of pupils of their age. Singing in assembly was at acceptable levels, being generally in tune and time with an early appreciation of dynamics. For the older pupils this represents a small drop in standards from the previous report when they were judged to be above average in Years 3-6. The school recognises that this fall in standards is related to the departure from the staff of a teacher with considerable musical expertise. The staff are working hard to improve their knowledge and understanding, adjust to the changed circumstances and make a rapid return to former standards.
116. In a Year 4 lesson, the learning was good as the teacher engaged the interest of all pupils, including those with special educational needs, by using a wide variety of media, African drums, the guitar, recorded music and video. As a result of this good teaching, the pupils understand the importance and use of rhythm in a variety of musical cultures. Very effective links are made to the pupils' work in geography and they respond very positively to the opportunity to sing in Swahili. Their singing is musically very expressive. Year 3 pupils learn a range of new songs quickly when singing to recorded music. The pupils show obvious enjoyment when asked to sing in an 'Italian style' with the associated physical actions. Their motivation is also raised by the teacher when they are asked to maintain the tempo of the song as the accompaniment is faded in and out. Great delight is shown when they achieve this target. Some opportunities are missed, however, to develop the quality of singing, for example by concentrating on an improvement in, or use of, dynamics. This results in unsatisfactory learning.
117. The teachers' planning is generally full and thorough. They seek to motivate the pupils by the use of a variety of methods. As a result, the pupils show positive attitudes towards music and enjoy their experiences. The school seeks successfully to extend the pupils' knowledge and understanding by carefully ensuring that the music played before and after assembly is highlighted and its characteristics explained, for example when the chants of Native Americans were used in contrast to songs from South Africa.
118. Planning follows national guidance. At the moment there is no formalised assessment scheme. The very recently appointed acting headteacher is taking responsibility for the subject during the absence of the co-ordinator. To date there has been no formal monitoring of the subject but a programme is being prepared.

## PHYSICAL EDUCATION

119. In the one Year 2 lesson observed, standards in gymnastics were typical of those of pupils aged seven, maintaining the position noted in the last report. However, there was an overall improvement in standards in Years 3-6 where performance was good. The pupils showed well above average skills in games, with average levels of performance in gymnastics. Whilst it was not possible to observe swimming, the school reports that over 90 per cent of pupils achieved the National Curriculum 25 metres target by the age of eleven and that this success rate is typical. The school provides a broad physical education curriculum, well supported by a good range of extra-curricular games activities. This enables all the pupils, including those with special educational needs, to acquire a wide range of skills. The school recognises, however, that dance is an area of the subject in need of development.
120. The quality of teaching ranges from unsatisfactory to very good. The very positive attitudes of the pupils towards the subject, which the vast majority clearly enjoy, ensured that, even where the teaching could be significantly improved, learning was at least satisfactory. The pupils' overall standard of behaviour is very good and they show appreciation of the performances of others. The very good relationships amongst the pupils ensure that, for example, boys can choose to play netball and girls soccer without fear of adverse comments from their peers. This gives confidence, well supported by the encouragement of the teachers, to the less physically adept pupils. As a result, the learning and skill development of these pupils is much improved.
121. In most lessons the teachers ensure that there is a warm-up session. Two very good games lessons, in Years 5 and 6, coupled the warm-up with a systematic series of bending and stretching exercises. This is good practice. These sessions were then followed by an interesting variety of basic skills development where the pupils' learning was very good. The great majority of pupils put considerable physical effort into this aspect of their work and recognise its importance. This is because the teachers clearly link skill development to improved performance in the pupils' chosen game and this is also understood well by the pupils.
122. In both netball and soccer, the pupils show a very well developed sense of the use of space and moving into an advantageous position. There was no evidence of the pupils behaving like 'bees around a honey pot' in either of the two sports; a clear indicator of very good previous teaching. The pupils use the skills learnt in their build-up sessions very well. Year 2 pupils show satisfactory standards of movement when learning to move quickly in response to directions, such as 'left, right, forward, backward'. In all these lessons the good quality of relationships ensures progress is made, instructions are acted upon and the pupils are physically challenged by the demanding work rate. The importance of the cool-down session is recognised and planned for by most of the teachers.
123. The unsatisfactory teaching is characterised by an absence of either a warm-up or a cool-down session, leaving the pupils unprepared for both the demands of the physical education and subsequent lessons. The organisation of the lesson placed low and also unrealistic demands on the pupils. For example, the pupils spent the majority of the lesson waiting in a long line to vault. Most pupils vaulted two or three times in twenty minutes, which resulted in some lack of enthusiasm and restricted learning. The nature of the vaulting stools and the height of both, which was the same, acted as a deterrent to a number of the less physically accomplished and confident pupils. The pupils' personal development was not assisted by a requirement for them to deploy apparatus, such as mats. However, many of the pupils did demonstrate a satisfactory level of skill in vaulting and landing appropriately and in holding a balanced position in a short follow-up activity.

124. The subject is led well. The co-ordinator has a good overview of the needs of the subject, for example to develop colleagues' confidence in teaching dance. He sees colleagues' planning, and a systematic framework for monitoring teaching and learning has now been agreed, but no formal recording of pupils' progress has been established yet. The school's resources have been supplemented well by the co-ordinator's acquisition of them through a commercially sponsored scheme. A number of the teachers have also benefited by attendance at courses on the use of apparatus provided through the scheme. The soccer, netball, hockey and cricket teams, organised by the co-ordinator, with the assistance of other teachers, benefit the pupils' skills and social development. The school has a very good field and large hall, which has a positive impact on standards. However, some of the gymnastic apparatus is very old and unsuitable and requires replacement.

## RELIGIOUS EDUCATION

125. The religious education provided by the school is satisfactory. It provides the pupils with opportunities to learn about Christianity and aspects of at least two other religions, currently Hinduism and Judaism. There are also opportunities for the pupils to learn from those religions and to establish their own religious awareness and sensitivities. This is a significant and positive aspect of the school's provision and is a part of the pastoral and personal developmental strength of the school. There is a good relationship between the acts of collective worship, some of which contain an effective and well managed teaching element, and religious education. This is of benefit to both activities.
126. By the time they are seven years of age, pupils have made sound progress and achieved a satisfactory level of knowledge and understanding about Christianity and aspects of at least one other religion. They are sensitive to the differing faiths they come across and recognise the number of different ways in which religious believers express their faith and beliefs. 'Circle time' developed in personal and social education sessions, is used effectively in religious education lessons to encourage pupils to explore their feelings about religious ideas such as 'belonging'. They are also knowledgeable about a good range of stories from the New Testament which are fundamental to an understanding of what Christians believe.
127. By the time they are eleven years of age, the pupils have developed a more sophisticated understanding of what members of the Christian, Jewish and Hindu faiths believe and do to express their beliefs. They understand the significance and importance of symbols in religious, as well as in secular, life. They recognise a range of Hindu symbols and explain what they mean, expressing sensible personal views of them. The older pupils know a good deal about Jewish religious practices in the home and how they relate to the history of that people. They discuss the meaning and significance of, for example, the various elements in the Jewish Passover meal as a prelude to a study of the Christian Easter. The same openness and sensitivity to differences in beliefs and practices which is observed in Years 1 and 2 is maintained throughout Years 3-6 and clearly plays a part in the open and accepting atmosphere of the school. The time given over to pupils' learning from the religions they study plays a large part in their spiritual development, while the studies they make of religious practices broadens their cultural development significantly.
128. The previous report noted that the standards of attainment were in line with the expectations of the locally agreed syllabus for religious education. It also noted that the resources provided by the school for the subject were barely satisfactory. Standards have been maintained and are still satisfactorily in line with what is generally expected of primary pupils. The resources provided for the subject have been improved and they now support the programme of studies satisfactorily. There are satisfactory resources to handle both Christian studies and those in Hinduism and Judaism. A lack of

consistency in the planning of the subject has arisen so that in some classes the basis of the planning is the Norfolk Agreed Syllabus, and in others the suggestions provided by the national Qualifications and Curriculum Agency (QCA) are used. In the long-term absence of the co-ordinator the exact match of the QCA planning and the requirements of the agreed syllabus has not been possible to establish. However, the quality and range of work undertaken throughout the school is appropriate to the needs of the pupils and at least generally in line with what is expected.

129. The teaching of religious education in Years 1 and 2 is satisfactory with some good elements. The general competence of teachers and management of the pupils enables them to draw good work from them. The good relationships which are established between teachers and pupils, and the high expectations staff have of their pupils, encourage them to think hard. For example, when a class wrestled successfully with the difficult idea of the difference between the 'belonging' of one of their possessions and their 'belonging' to a family or school.
130. The teaching of religious education in Years 3-6 is consistently good. The planning of individual lessons is imaginative and enables the pupils to achieve the objectives set for the lesson effectively. The resources are deployed well and their quality enriches the pupils' experience, such as the constituents of the Passover meal and the artefacts from which the Jewish Kippahs and Talliths were modelled. The good management of the pupils and of the lessons ensures that they can deal with delicate issues, such as beliefs and values, with sensitivity and openness. The enthusiasm of the teachers for their craft encourages the pupils to work hard preparing, for example, rangoli patterns and examples of Hindu symbols to show to the rest of the school in the Friday 'sharing' assembly. The work they have done on Christianity produces thoughtful answers to questions posed in collective worship and in lessons when, for example, the local vicar supporting the teacher introduces them to the events in Holy Week.
131. No pupils are withdrawn from religious education, which is inclusive in its delivery. The subject suffers at the present time from the long-term absence of the subject leader. Aspects of its management such as the lack of formal assessment of the subject and the planning being drawn from different sources hinders the regular progression of skills and the steady development of the pupils' understanding. Nevertheless, the subject plays a significant role in the whole curriculum of the school, and the achievement of its pastoral as well as its academic aims.