

INSPECTION REPORT

PALGRAVE CE SCHOOL

Palgrave, Diss

LEA area: Suffolk

Unique reference number: 124740

Headteacher: Mrs J Jarman

Reporting inspector: Neville Sherman
16493

Dates of inspection: 11 – 13 September 2000

Inspection number: 224219

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Voluntary Controlled
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Palgrave Diss Norfolk
Postcode:	IP22 1AG
Telephone number:	01379 642507
Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Bunbury
Date of previous inspection:	02 December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Neville Sherman Ofsted No: 16493	Registered inspector	Maths	What sort of school is it?
		Science	The school's results and achievements.
		Information technology	How well are pupils taught?
		Art	How well is the school led and managed?
		Geography	What should the school do to improve further?
		History	
		Children in the foundation stage	
		Equal opportunities	
Christine Laverock Ofsted No: 15527	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?
Dennis Maxwell Ofsted No: 8798	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		Design and technology	
		Music	
	Team inspector	Physical education	
		Religious education	
		Special educational needs	

The inspection contractor was:

Cambridge Education Associates Ltd
Demeter House
Station Road
Cambridge
CB1 2RS

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

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Palgrave Church of England Voluntary Controlled Primary School is located in the village of Palgrave near Diss in the county of Suffolk. Because of the school's rural location, pupils are drawn from surrounding villages although some pupils reside in the town of Diss that lies just one mile from the school. The school admits boys and girls from four to 11. All of the 63 pupils are from white ethnic backgrounds and have English as their first language. An average proportion of pupils in the school have special needs. The percentage of pupils eligible for free school meals is below the average. On admission to school, the pupils have satisfactory skills in English and attainment is around the average.

HOW GOOD THE SCHOOL IS

The school is effective. Standards are above average in mathematics by the age of 11 and pupils make good gains in their learning in religious education, art and design and technology. Teaching is satisfactory with that for children under five being good. Teachers, without exception, are committed to meeting the needs of the children. Procedures to assess the rate of pupils' learning are good and all staff have a good knowledge and understanding of the pupils both academically and personally. The leadership and management of the school are secure with the headteacher attaining an effective balance between her teaching responsibilities and those of leading and managing the school. All staff, and governors ably support her as the school continues to develop. The school gives satisfactory value for money.

What the school does well

- By the time pupils leave the school they attain above average standards in mathematics.
- By the age of 11, pupils attain above what would normally be expected for 11-year-olds in religious education, in art and in design and technology.
- Children aged under five make good gains in their first year in school and are taught well.
- Attendance rates at the school are very good.
- Provision for pupils' moral development is good.
- There are good links with schools in the community and these impact well on pupils' learning.

What could be improved

- Standards in information technology in both key stages.
- Standards in listening in Key Stage 2.
- The amount of teaching time allocated for the curriculum.
- The attitudes and behaviour of a number of Year 6 pupils.
- The range of extra-curricular activities.
- Links and the general rapport with parents.

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 December 1996. Since then it has made satisfactory progress. Clear action has been taken on the key issues identified in the previous report. Of note has been the considerable improvement in the quality of teaching. From being unsatisfactory in just over one in four lessons four years ago, there is now very little unsatisfactory teaching. Standards attained in art have also been lifted to a high level and reflect well the work and increased attention the school has placed on enhancing the status of the subject. Standards in mathematics at Key Stage 2 have also been raised owing to the increased attention the school has paid to raising the attainment of pupils with higher ability. Accommodation has been improved to provide the headteacher with a small working office. Balancing these strong improvements has been the decline in standards attained by pupils in information technology where the school has not kept pace with developments seen nationally. In addition, while the attitudes and behaviour of the vast majority of pupils within the school is at least satisfactory, the overall quality is spoilt by a small but significant minority of Year 6 pupils whose attitudes and behaviour are unsatisfactory. Links with parents are not as strong as those noted in the school's previous report. The school shows sufficient capacity to improve further.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	B	C	E
Mathematics	C	B	A	A
Science	A	A	B	C

Key	
well above	A
above average	B
average	C
below average	D
well below average	E

On the basis of the end of Key Stage 2 National Curriculum tests, the school's performance has kept pace with the national improving trend. Over the past three years, pupils' attainment has been above average in English and science. In comparison to similar schools, the school's results in English were well below average. However, the results for the most recent tests show a considerable improvement over those for the previous year to which the above table refers. The results from these indicate they match the realistic targets set by the school.

The inspection findings indicate that the current group of Year 6 pupils are attaining above average standards in mathematics and average standards in English and science. They are on course to attain high standards in art, design and technology and religious education. The higher ability pupils are challenged sufficiently and work towards achieving their full potential. At Key Stage 1, pupils attain standards in line with the national average in English, mathematics and science. At both key stages, standards in information technology are below those expected for seven and 11-year-olds.

Children under five achieve standards that exceed the expectations for children of this age in English and mathematics. In other elements of their learning progress is at least satisfactory and often good in their ability to mix with others and in the way they play together.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have strong attitudes to their learning and are keen to work hard. Some older Year 6 pupils do not demonstrate the same level of commitment to their work.
Behaviour, in and out of classrooms	Pupils' behaviour in and around the school is satisfactory. Again, the overall quality is hampered by the older Year 6 pupils not fully appreciating the impact their behaviour can have on others.
Personal development and relationships	Satisfactory, but opportunities for pupils to develop their initiative and follow their own lines of enquiry are not fully developed by the school. Relationships are satisfactory.
Attendance	Very good. Attendance levels at the school are well above the average.

TEACHING AND LEARNING

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

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

During the inspection, teaching was very good in 9% of lessons seen, good in 32% of lessons and satisfactory in a further 55%. One lesson was judged unsatisfactory. The teaching of children under five is of a good standard and ensures that the children make a good start to their education. A strong emphasis is placed on developing the children's early language and number skills. In Key Stage 1, the teaching of art and design and technology is good. The teaching of other subjects is satisfactory. At Key Stage 2, the teaching of mathematics and religious education is good as is that for art and design and technology and pupils make good gains in their learning in these subjects. Across the school, the teaching of literacy and numeracy is effective but would be enhanced by greater and more systematic use of information technology. The teaching of information technology is unsatisfactory. Pupils with special educational needs are identified very quickly and receive good and well targeted support. Pupils with higher ability are generally sufficiently challenged and work towards meeting their full potential.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, satisfactory. However, the teaching time for both key stages is below recommendations. The range of activities planned for pupils beyond the school day is limited.
Provision for pupils with special educational needs	Satisfactory. Pupils with special educational needs are given appropriate support by well-briefed support staff who work well with the pupils concerned.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, satisfactory. There are strengths in how the school plans to enhance the pupils' understanding of issues of a moral nature. Positive values are actively promoted and pupils are encouraged to have tolerance and respect for the views of others.
How well the school cares for its pupils	The school demonstrates appropriate support for all pupils, and recognises and caters for their individual needs.

While the school values the support of parents, a significant number of them do not feel that the school is sufficiently dynamic in furthering and extending these links. A high number of parents, for example, feel that they are not kept sufficiently informed about their children's progress or that the school works effectively with them. Over half of parents who responded to the pre-inspection questionnaire argued that the school does not provide sufficient out of school activities to support and extend the pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher balances her teaching commitment and leadership responsibilities ably. She is well supported by her colleagues who ably undertake the management of their curriculum duties.
How well the governors fulfil their responsibilities	The governing body is kept fully informed about developments in the school and play an active and supportive role in its life and work. Statutory requirements are met.
The school's evaluation of its performance	Good progress has been made by the school in establishing procedures to monitor the quality of teaching and the standards that pupils attain. There is a clear sense of direction to the school that is effectively balanced with the understanding that, given the small number of staff, developments have to be carefully balanced with what is practical.
The strategic use of resources	Good. Effective use is made of local schools and the resources they have to support pupils' learning. Good use is made of additional grants given to support pupils in their learning. Care is taken to ensure that the school gets best value for expenditure it incurs.
Staffing, accommodation and learning resources.	Satisfactory overall. The small size of the school restricts some aspects of physical education teaching. Learning resources are satisfactory with those for information technology having been recently considerably enhanced. There are an appropriate number of teachers and support staff who are suitably qualified. Good use is made of the individual staff's expertise and interest for the teaching of some subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children are happy in the school. • The standards that pupils appear to attain in mathematics. • The attitudes and values that the school seeks to promote. • That the school is one that is 'happy and friendly.' 	<ul style="list-style-type: none"> • Parents would like to see more extra – curricular activities. • The amount of homework given for their children to complete. • The provision for arts. • The general links with parents.

The inspection findings support the positive views parents have of the school. Standards in mathematics at Key Stage 2 are above the average and pupils make good gains in this, and other subjects of the curriculum. The school also works hard to promote caring values and a culture of 'working to the best of one's ability' is also actively promoted while at the same time, making sure that pupils are settled and happy in the school. Inspection findings support some parents' views of what they would like to see improved. Although the school is small and space limited, there is scope, perhaps with the involvement of parents themselves, for a greater range of activities beyond the school day. Homework is given to pupils and the school has recently developed a planned timetable for this. Given the size of the school and the strong provision for art and by accessing the local education authority's personnel for the teaching of music, appropriate provision is made for the arts in the school and inspection findings do not support parents' views on this issue.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The 1999 assessments made of children on entry to full-time education in the reception class indicates attainment on entry to the school is average. By the age of five, children attain standards in language and literacy and early mathematics that are above the expectations outlined for children of this age nationally. The school pays good attention to the development and effective teaching of these early skills. In their personal and social education, creative development, knowledge and understanding of the world, and physical development, children make satisfactory gains in their learning. High challenge and expectations of the children are evident by teachers and this ensures that the children make good progress in their first year in the school.
2. The school's 1999 end of Key Stage 1 National Curriculum tests and teacher assessments show that pupils' attainment in reading was average and their attainment in writing was below average. In comparison with similar schools, pupils' attainment was well below average in reading and writing. Teachers' assessment of pupils' speaking and listening skills indicate that standards were average. However, it is unreliable to make firm conclusions about the results owing to the small number of pupils in the cohort. The end of key stage National Curriculum test results for the past three years show that attainment in reading was close to the national average and in writing, below that expected for seven-year-olds. Indications from the most recent tests and teacher assessments indicate that standards are higher than those for 1999 in both reading and writing. This is due to the increased time given by the school to the teaching of literacy. The inspection findings point to standards at the end of Key Stage 1 in reading as average as they are in writing. Teachers give good attention to developing pupils' early reading skills, which are taught well and, consequently, they have a secure understanding of the meaning of print and of the nature and function of books. Pupils' writing development is satisfactorily promoted and most pupils are able to employ full stops and capital letters in writing. Standards in speaking and listening are average.
3. The end of Key Stage 1 National Curriculum test results in mathematics show that pupils' attainment in 1999 was well below the national average and, similarly, well below average when compared to like schools. As in English, however, the small number of pupils in the cohort makes the results statistically unreliable. If the school's results are compared over a three year time line, they indicate that standards have been above average. The most recent assessments indicate an improvement over those for 1999 with all pupils attaining the expected levels. The findings of the inspection are that standards are average. Pupils are sufficiently confident in solving simple mental arithmetic problems using the operations of addition and subtraction. Furthermore, they are able to employ these skills in solving simple problems involving money. Their grasp of shape and space is satisfactory although their perception of three-dimensional shapes is a weak aspect of their general mathematical understanding. Standards in the pupils' investigation work are average. While progress and learning in number is generally better than in other aspects of the mathematics curriculum, owing to the greater attention paid by the school to developing this aspect, overall progress is satisfactory.
4. Standards in science based on teacher assessments at the end of Key Stage 1 for 1999 indicate that standards were below average in most aspects of the science curriculum. The most recent teacher assessments for the year 1999 – 2000 show a strong improvement with all the pupils attaining the expected levels. This reflects the increased attention paid by the school to raising attainment in this subject. The inspection findings indicate that standards are average with pupils having sufficient understanding of different scientific ideas and concepts.
5. In other subjects in Key Stage 1, pupils attain standards in information technology that are below expectations. The lack of subject knowledge by some teachers inhibits the successful integration of information technology into pupils' everyday learning. In religious education, standards are in line with the expectations outlined in the locally agreed syllabus. Pupils have an appropriate

perception and knowledge of different faiths and particular festivals. In art and design and technology, pupils attain above what would normally be expected for seven-year-olds. In geography, history, music and physical education, pupils attain standards as expected for their age.

6. The school's 1999 end of Key Stage 2 National Curriculum test results in English showed that standards were in line with the national average. The percentage of pupils who attained the higher Level 5 was also average. In 1997 and 1998, pupils' performance in English had been above average. However, it is unreliable to make firm conclusions about the results owing to the small numbers in the school in any one cohort or year. When compared to similar schools, pupils attained well below average standards. However, when the scores of the pupils are compared with their test results attained at the end of Key Stage 1, standards are closer to the average for similar schools. The results of the 1999 – 2000 tests indicate that standards are slightly better over those of 1999 with over a third of pupils attaining at the higher Level 5. These most recent results accord with the targets, that are a close match with the attainment of the pupils, set by the school for English. The inspection findings indicate that standards are average and reflect the attainment of pupils in the current cohort. However, standards in listening are unsatisfactory and a significant number of pupils do not listen effectively during lessons. Standards in reading and writing are average. Standards in presentation, found to be variable at the time of the school's first inspection, are satisfactory. Some pupils are able to write in depth, using language in a creative and informative manner. Overall, pupils make satisfactory gains in their understanding and application of their English skills.
7. The school's 1999 end of Key Stage 2 National Curriculum test results in mathematics show that standards were well above the national average. Historically, from 1997, standards have been close to the national average. When compared to similar schools, standards are also well above average. As with English, the scores were a close fit with the targets set by the school. The inspection findings indicate that standards are above average. Attainment in number work is high with many pupils effectively demonstrating a range of different strategies to solve problems both mentally and with more tried and tested paper methods. Pupils have developed sufficient skills to solve open-ended problems with teachers making effective use of investigation work to promote and extend pupils' understanding of different mathematical ideas. Progress across many aspects of mathematics is good.
8. Results from the 1999 National Curriculum Key Stage 2 tests for science show that standards were above the national average and have been so since 1997. Indeed, historically, pupils have left the school nearly two terms ahead of what 11-year-olds are expected to achieve in science. When compared to similar schools, standards are average although below average at the higher level. The inspection findings indicate that standards are currently average. However, this does not reflect a fall in standards but is a fair reflection of the attainment levels of the current cohort of pupils. Good use is made of investigation work to promote pupils' general understanding of different scientific knowledge and, overall, pupils make satisfactory gains in their learning.
9. At Key Stage 2, pupils' attainment in religious education is above the expectations of the locally agreed syllabus. In information technology, standards are below national expectations. Pupils' progress in appreciating and applying their understanding and knowledge of their information technology skills in their everyday learning is too slow.
10. In art, design and technology, pupils make good gains in their learning and standards are higher than those normally expected for 11-year-olds. In both subjects, pupils make good gains in their learning and in art, pupils' knowledge and understanding of the work of different artists and craftspeople is good. Standards in geography, history, music and physical education are in line with those expected for 11-year-olds and progress is satisfactory.
11. Pupils with special educational needs make satisfactory gains in their learning. Those with statements of special educational needs have their specific needs sufficiently addressed by the school. They are given good support during the course of lessons and they make good progress towards the learning goals identified for them in their personal learning plans. Higher

attaining pupils have, in the main, sufficient expectations made of them by teachers. However, this is stronger in Key Stage 2 than in Key Stage 1.

12. The school has made sufficient progress in raising standards since its last inspection. Since 1996, standards have kept pace with those seen nationally for 11-year-olds. In addition, standards in art have improved since the last inspection when they were found to be below those expected for 11-year-olds. Evaluation of the results of end of key stage National Curriculum tests indicates some differences in attainment between the boys and girls with, historically, the girls attaining higher results than the boys in English and mathematics. However, the inspection findings suggest no strong difference in attainment.

Pupils' attitudes, values and personal development

13. Overall, pupils' attitudes to the school are satisfactory. This represents a deterioration since the last inspection when the response of most pupils in lessons was described as very positive. The children in the Foundation Stage have good attitudes to school. They are keen to learn new things and demonstrate a positive approach. For example, this was seen in a history lesson when they enjoyed answering questions when comparing the differences between old and new bears. A minority of older pupils though, particularly in Year 6, appear lethargic and teachers have to work hard to keep them interested in their work. Several pupils talk and write negatively about school and only enjoy a few subjects. Most pupils are keen to participate in classroom jobs, and pupils in Year 6 like the responsibility of being monitors.
14. Pupils' behaviour is satisfactory overall. Again, this has deteriorated since the last inspection when the majority of pupils' behaviour was described as good. Pupils move in an orderly way around the school, and are sensible when changing shoes, particularly given the lack of space. In lessons, pupils behave well when teaching is stimulating and challenging. When this is not the case, they chat to one another and time is wasted. This was seen in a Key Stage 2 numeracy lesson when group tasks were not clearly explained and lacked interest. A minority of boys display unsatisfactory behaviour. They are rough with each other at break and lunchtimes, and find it difficult to concentrate in lessons. They are easily distracted from their work unless kept interested and actively engaged. All pupils show respect for property and their surroundings. There have been no pupil exclusions over the course of the past academic year.
15. Pupils' personal development is satisfactory overall. In the foundation stage, pupils are given lots of responsibility both for their learning and their actions and are developing well as a result. This is less evident as pupils move through the school. For example, there are limited opportunities for pupils to be involved in discussing issues pertinent to themselves about the school. Pupils' relationships with one another are satisfactory. Most get on well, but a proportion do not always show sensitivity to others. Older pupils relate well to younger ones, and some Year 6 pupils organise lunchtime activities for them, such as producing a school magazine and quizzes.
16. The attendance of pupils has remained at a very high level when compared with the national average and pupils arrive at school punctually. There are very few unauthorised absences.

HOW WELL ARE PUPILS TAUGHT?

17. Overall, the quality of teaching is satisfactory. Teaching throughout the school is good or better in just over four out of ten lessons. The quality of teaching of children under five is consistently good which has a significant impact on the rate of their overall progress in their first year at school. There has been significant improvement in the quality of teaching since the school's first inspection. At that time, a very high percentage of unsatisfactory teaching was noted. Due to the more consistent evaluation and the setting up of procedures to monitor teaching, the shortcomings in teaching have largely been eradicated. There are, however, weaknesses in the quality of teaching of information technology. Balancing this are the strengths in the teaching of mathematics at Key Stage 2 and art and design and technology in both key stages, the quality of which is often good. Across the school, the teaching of literacy is satisfactory.

18. The teaching of children under five is good. Strong emphasis is placed on ensuring that the children who are new into full time education are quickly settled into school. Equal emphasis is spent on developing the children's early reading, writing, speaking and mathematical skills. Children make good progress in each of these areas. The teacher makes effective use of the children's interests to promote learning. For example, by using a theme of 'Teddies' seen during the inspection, children had opportunities to use plastic teddy bear figures to count and develop their perception of size; read books with stories about bears, look at teddy bears from the past, and use 'teddy' baking trays as part of their food technology activities. Such work captures the children's interests well and provides suitable motivation for them to which they respond well. Relationships between the children and adults who support them are good. The learning support assistant is well briefed on what the children are to do and gives good support to children by the asking of open questions and explaining slowly and clearly what they are expected to do in a session. Planning is effective and suitably reflects the guidance materials given to schools nationally for children of this age. Children are assessed as soon as they enter the school and the information from this is well used to plan the next steps in their learning.
19. The school is effectively implementing the National Literacy Strategy. The quality of the teaching seen in the literacy hours was satisfactory. Planning and preparation of lessons match carefully the guidance given to small schools. The positive attitudes teachers have to the reading aloud has a strong impact on the pupils' own love of fiction. The teaching of mathematics is satisfactory in Key Stage 1 and good in Key Stage 2. With the exception of information technology where greater opportunities could be provided to extend the pupils' numeracy skills, secure use is made of other subjects such as science, design and technology and geography to promote positive attitudes to the subject and their general progress.
20. In Key Stage 1, the quality of teaching is satisfactory. That for art is good. Strengths in teaching lie in the good knowledge that teachers have of pupils when planning work. However, for science, younger less able pupils are occasionally given the same work as older more able classmates. Teachers give clear explanations and introductions to lessons generally capture pupils' interest. This effectively ensures that they have a good understanding of what they are expected to learning during the course of a lesson. Reminders to pupils about how much time remains provide a spur for them to work hard. Teachers manage pupils well and relationships are warm and purposeful. Where teaching is satisfactory rather than good, some work lacks sufficient challenge and pupils lose interest resulting in slower progress. Furthermore, classroom management does not always effectively promote pupils' independent learning skills or their ability to make informed choices about the course and about the direction of their work. There are shortcomings in the depth of teachers' subject knowledge and understanding in how to plan information technology to support teaching.
21. At Key Stage 2, there is good teaching in over three out of ten lessons. Characteristics of this good teaching lie in appropriate planning and the setting of work that matches the pupils' abilities. Time is used well, and in many lessons, pupils are given frequent reminders of the time remaining for them to complete their efforts. Teachers make frequent informal assessments of pupils' attainment and progress and the quality of marking, particularly in English, is quite supportive and highlights for pupils how they may improve their work. In mathematics, art and design and technology, pupils are frequently given challenging work to which they respond well. Shortcomings in teaching lie in the organisation of the classroom which does not effectively allow for pupils to work in groups or sufficiently develop their listening skills. In addition, while the management of pupils is satisfactory, that for older Year 6 pupils does not always effectively promote their independent learning skills or ability to extend their personal initiative. Some time is often lost in reminding these older pupils of the school's expectations in terms of behaviour and general attitudes to learning.

22. The teaching of pupils with special educational needs is satisfactory overall and the pupils make satisfactory gains in their learning. Teachers have a good knowledge of the pupils and their particular learning and behavioural needs. While every effort is made to integrate pupils with behavioural difficulties into everyday lessons, this is not always successful. At times, evaluation of such pupils' needs and their achievements and the transfer of this information into clear learning targets, are unclear. Across the school, the teaching of pupils with higher ability is satisfactory although somewhat stronger in Key Stage 2.
23. The school has recently introduced a policy for the use and management of homework to support pupils' learning. However, at times, this does not take pupils too long to complete. There is scope to extend the use of homework as a means of extending pupils' personal development and initiative.

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

24. The school provides satisfactory quality learning opportunities for the pupils overall that reflect the aims of the school. This maintains the quality since the previous inspection. The curriculum for the Foundation Stage is imaginative and well constructed. It is matched well to the needs of the children's age and stage of learning, providing interesting, enjoyable and challenging opportunities. It has good breadth and balance, and the good quality and range of experience leads to good progress by the children.
25. The curriculum for Key Stages 1 and 2 is planned thoroughly to provide all pupils with worthwhile experiences. The school has good procedures to bring staff together for curriculum planning for the whole school. The teachers use national and local guidance well to identify areas of learning for each subject. The resultant planning takes good account of this, and attempts to build continuity and progression from Year 1 to Year 6. The school has worked hard to develop a curriculum outline, supported by subject planning, that provides good coverage and progression in most subjects through a two-year cycle. The school has not overcome all the difficulties in practice, however, of planning for the mixed age classes, since the same tasks are often given to all the pupils with a consequent loss of challenge for some. The quality of experiences and activities provided in mathematics, art, and food technology is good.
26. The curriculum is balanced and broadly based, covering all the National Curriculum subjects and religious education. The curriculum meets statutory requirements. However, the teaching time in Key Stage 1 is one hour below that recommended, and the teaching time in Key Stage 2 is two hours below the recommended time. This results in a significant squeeze on the time available to develop knowledge, skills and understanding across the whole curriculum and is one factor in the generally teacher-directed curriculum. Most class timetables are sensibly structured to provide sufficient time for planned tasks, although on occasions more time is allocated than is suggested in national guidance for literacy and numeracy. The school has plans to review the requirements for all subjects in the light of the new National Curriculum.
27. The teachers make informal provision to develop pupils' personal, social and health education but the school does not yet have an agreed policy or scheme of work to ensure consistent attention to relevant issues. The school includes health education, sex education and drug misuse for the older pupils.
28. The school has continued to develop subject policies since the last inspection to provide guidance on the approach to teaching and learning, with all staff and governors contributing. While the headings and style of these documents are helpful, further attention to cross-curricular issues might help them to be more directly useful in the classroom.
29. The National Strategies for Literacy and Numeracy have been successfully implemented throughout the school. Teachers plan these sessions carefully to ensure good progression and the skills are used in other subjects, for example in evaluating design and technology

constructions. The good topic structure for the whole school helps bring cohesion to the curriculum and encourages teachers to identify connections across subjects. The choice of topics relates well to the pupils' interests and stages of learning, making most tasks relevant to their lives. Pupils with special educational needs are offered the full range of curriculum and other opportunities and effective support usually enables them to take part. In a few instances, parts of lessons are missed when pupils are withdrawn for support, but work is then very carefully targeted to their needs.

30. The range and variety of extra-curricular activities are unsatisfactory overall, despite a few good examples such as the lunchtime football training. The issue is not approached creatively to make provision within the limitations of a small school that draws sufficiently on a range of sources of support.
31. The contribution of the community to pupils' learning is satisfactory. The pupils take part in village events and walk into the village for local studies. They use the local community centre and sports field for physical education. Representatives from local churches take school assemblies and poets and artists are invited to contribute to special events. The school has a few links with local firms through members of the governing body.
32. The school has good relationships with partner institutions. There is a close link with the nearby nursery. The cluster of local schools provides a focus for several activities, and the school has useful ties with the local secondary school, using their sports hall for gymnastics for example. There are good arrangements for teachers from the local schools to share training days, and the learning support assistants also meet together.
33. The overall provision for the spiritual, moral, social and cultural development of pupils is satisfactory. Provision for pupils' spiritual development is satisfactory. It is promoted mostly through the school's daily assemblies, which provide a quiet time of reflection and prayer. Pupils come into assemblies quietly, and most quickly settle to listen to the music being played. Assemblies are well planned with a variety of religious and moral themes. Religious education lessons also help pupils to reflect on their own experiences and other peoples' lives and beliefs. The school is beginning to recognise the range of opportunities for spiritual development across the curriculum, although this is seldom planned directly and there are insufficient planned opportunities to experience the awe and wonder of the natural and man-made world through their learning.
34. Provision for moral development is good. All staff promote a clear ethos of care and respect, and of knowing right from wrong. The school's straightforward rules encourage pupils to understand the effects of their behaviour on others. Codes of behaviour are very evident and the rules are referred to when necessary. The school emphasises a positive approach of encouragement and praise which is evident in lessons.
35. The school makes satisfactory provision for pupils' social development. Pupils are often arranged to work together in pairs or in groups, and sometimes are expected to report back to the rest of the class in the plenary session. Older pupils have several responsibilities around the school. However, there is no school council where pupils may raise and discuss issues about school life, and become familiar with the responsibilities of citizenship. The pupils are beginning to be included in setting their own learning targets and have opportunities to reflect on their own progress. They are aware of the needs of others and raise money for charities throughout the year.
36. Provision for pupils' cultural development is satisfactory. Pupils are helped to become aware of their own culture through geography, history, art, religious education and music. In geography, for example, they begin to study life in other countries and in history they look at different times and cultures from the past. In religious education they begin to look at world faiths and the impact they have on lives and culture. There are, however, few multi-cultural resources in school, and the library contains few books which present a positive image of people from other races and cultures, or within the ethnic minority community in Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Staff know pupils and their family circumstances well and take good care of them. Procedures for child protection and health and safety are satisfactory. The headteacher, caretaker and chair of the governing body carry out termly reviews of the fabric of the building. There are systems in place for monitoring attendance, behaviour and personal development. These are not always kept up to date though. For example, there have been no recent entries in the accident book, and registers are not always completed for the afternoon sessions.
38. The youngest pupils are well supported as they start school, and good provision is made for supporting older pupils when they transfer to secondary school. There are strong links with primary schools in the local pyramid, and pupils have an annual opportunity to meet their peers with whom they will eventually go to secondary school.
39. Measures for dealing with unsatisfactory behaviour are effective in the main. Staff have worked hard to develop strategies for individual pupils and are seeing improvements as a result. However, there is a lack of attention to preventing exuberant behaviour on the field at break and lunchtimes. The provision made for pupils with a statement of special educational needs is satisfactory.
40. Measures taken to assess and monitor pupils' attainment and progress are satisfactory and make an effective contribution to pupils' learning. Baseline assessment for children under five and information about the performance of children on entry is used carefully and work is planned to meet individual needs. Progress is later checked against the initial assessment. The information gained from annual tests helps with the planning of work appropriate for pupils of all abilities and guides teachers when grouping pupils. The school carries out a simple analysis of information by gender but the small number of pupils in each year precludes detailed analysis.
41. Suitable assessment and recording procedures are in place for checking the attainment and progress of pupils through the school for English, mathematics and science. In foundation subjects such as history and art, informal assessment takes place at the end of units of work. These help to inform teachers about the expected levels of difficulty for tasks as well as giving an effective on-going record of attainments and progress for each pupil. Teachers use the assessment information well as a basis for pupils' reports to parents. It is also used effectively for grouping pupils within classes. However, assessment is not yet used so consistently to inform teaching and learning and assist in the next stages of planning work through being used as a diagnostic tool. Procedures for monitoring the attainment and progress of pupils with special educational needs are thorough. Reviews of the good individual education plans take place termly and pupils are placed at the appropriate stage on the special needs register.
42. Teachers' oral assessment helps guide pupils well and much of the marking includes helpful evaluative comments. Reading tests are administered in each year group and are used in several ways to track pupils' progress through the school. The school has begun to establish a system of setting individual targets for the pupils in English and mathematics, and this is expected to be extended to other subjects. They are not yet strongly linked to teachers' marking and comments. The school is beginning to maintain portfolios of pupils' best work by which to make judgements about pupils' progress. Such judgements inform teachers' yearly reports to parents. Pupils' work is moderated by the staff to inform teachers' judgements in assessing pupils' work accurately.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school's links with parents are ineffective and there are quite high levels of dissatisfaction amongst the parent body with several aspects of the school. This was expressed strongly through the inspection questionnaire. The vast majority of parents state that their child is happy at school, and is expected to work hard. However, several are unhappy about: the way the school is led; homework; being kept informed about their child's progress; their involvement in the life of the school; the school helping their child to become mature; and the range of extra-curricular activities available.

44. The inspection found that not all pupils enjoy school. Several pupils, particularly those of Year 6 age, expressed somewhat negative views about particular subjects both in their conversation to inspectors and in their written comments in their annual reports. The leadership of the school, whilst satisfactory overall, is weak in the area of relationships with parents and could be strengthened in this respect. Homework has recently become more structured and complements learning in lessons well. As a result of the school's own questionnaire about homework, parents are now kept informed about what is being set and when it needs to be handed in. This is good practice.
45. Parents are given good written information about their child's progress, and useful informal contact with class teachers also occurs. Open afternoons are provided at least termly for parents to look at their child's work. More formal opportunities are limited to two per year – one of which has an over-reliance on parents making contact with their child's class teacher themselves, rather than automatically being offered an appointment to discuss their child's report. Several parents are involved in the life of the school through helping in classes, with swimming and with out-of-school activities. A significant proportion obviously feel restricted in their ability to be involved, though, and the reasons behind this need looking in to. The school effectively prepares pupils for the next stage of their education, although there are missed opportunities for involving them in discussions about school development. There is a limited range of after-school activities.
46. The information which the school provides for parents is satisfactory overall. Regular newsletters are sent, and annual reports on pupil progress are of good quality. Reports clearly explain strengths and weaknesses in subjects, and include useful targets for pupils' future development. Both pupils and parents are invited to comment, and this is good practice. This is an improvement since the last inspection when reports did not always give a clear picture of pupil progress. The impact of parents' and carers' involvement with the work of the school is limited by the fact that several of them feel unable to actively participate in its life.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. There is effective leadership and management of the school. The headteacher, despite having a heavy teaching commitment, attains an efficient balance between her classroom responsibilities and those of leading the school. She has a good understanding of the inherent strengths of the school and where further improvements could still be made. A strong sense of team work is very evident and all staff work hard to ensure that the school continues to move forward in achieving its stated aims. However, while parents fully support the aims and principles that guide the school, a significant number of them believe that the links with the parent body could be extended further.
48. Being a small school, responsibilities in terms of subject management are shared amongst the staff. Together with the part-time teachers who work in the school at various points of the week, the staff manage these ably. The school has successfully integrated the requirements of the strategies for literacy and numeracy into the curriculum. However, there is further scope for the school to ensure that the teaching time to ensure that the National Curriculum is effectively taught meets more closely the minimum recommendations. All staff play an active part in leading their subjects and all willingly take the advice and guidance from their colleagues when offered. The school regularly evaluates the standards pupils attain in end of key stage National Curriculum tests and draw out from these where the quality of teaching could be improved. The formal monitoring of teaching was noted as a shortcoming in the school's previous report. This is no longer the case. Careful consideration has been paid by the headteacher to ensure that both she and her colleagues have opportunities to evaluate the quality of teaching and the standards pupils attain in various subjects. This has led to a careful and thoughtful analysis of where improvements could still be made.

49. There has been satisfactory progress since the school's previous inspection. Since then, concerted action has been taken by the headteacher and the staff to address the key issues highlighted for improvement. Of note has been the considerable improvement made in the overall quality of teaching. In 1996, unsatisfactory teaching was noted at nearly one in three lessons – a very high percentage. However, the staff have worked hard to overcome these shortcomings. Teaching is now of at least a satisfactory standard with that for mathematics in Key Stage 2 being good. Standards in art have also improved since the last inspection where they were noted as being below those normally attained by seven and 11-year-olds. The progress of higher ability pupils and the standards they now attain is more secure. Balancing these improvements has been the slower progress in improving the quality of behaviour of older pupils, particularly in upper Key Stage 2. Despite the teachers' better efforts, some pupils still find the expectations that the school has in respect of treating one another fairly and equitably difficult to apply and adhere to. Standards in information technology have fallen since 1996 and the school has not kept pace with developments in this subject.
50. The governors' involvement in the work of the school is good. The chair of governors is a regular visitor to the school, and works closely with the headteacher, who values greatly the support and guidance offered. The governing body fulfils its legal responsibilities in all respects. Governors are kept suitably informed about the work and development of the school by regular reports from the headteacher. In addition, they meet regularly in smaller committees to discuss more fully aspects of the school. Governors visit regularly and have kept themselves abreast of the implications of the National Literacy and Numeracy Strategies and the impact and implications of the management of these for a school of such a small size. Although the number of pupils in any one year group is small, the standards that they attain in end of key stage National Curriculum tests are regularly evaluated by the governors. Counterbalancing these aspects in part is the point that some of the governors' policies, for example in relation to health and safety, are starting to look dated. As such they do not give a sufficient picture of certain day-to-day aspects of school management such as those for conducting risk assessment.
51. The school generally makes effective use of its resources. The expertise and interest of the staff are used well. The deployment of the Key Stage 1 teacher into Key Stage 2 for the teaching of art has a positive impact on the standards that pupils attain in this subject. Support staff work effectively with teachers. This includes the staff for pupils with special educational needs, the management of which is secure. Extra grants given to the school to support developments are judiciously spent. These are carefully aligned to the school development plan. This is a suitably constructed document constructed after close co-operation between staff and governors. It provides a suitable agenda for where improvements in the school's provision could be made. Over the past two years, the school had built up a larger than recommended sum of money as part of its contingency figure. The rationale for this has been to compensate for a smaller year group that eventually will have an impact on the size of the budget the school receives. Given this fact, the contingency figure, in short a cushion for a planned future shortfall, is deemed appropriate. Despite these extra monies, the headteacher and governors take care to ensure that the best value is obtained before incurring any expenditure. At present, ways to measure the impact of spending decisions against the standards that pupils attain are in their infancy.
52. There is sufficient staff for the number of pupils on roll. The part-time school secretary ably assists the headteacher in the general administration of the school. This enables the headteacher to effectively balance her teaching and general administrative responsibilities. Most of the school's limited accommodation is put to good use. However, there is potential to use the overflow space next to each of the classrooms to more purposeful effect in terms of promoting the pupils' personal development. The school effectively compensates for the lack of a school hall for aspects of physical education by regular access to another local school's facilities. It is also active to ensure that other local schools' facilities and resources are accessed, where possible, to improve the quality of pupils' learning. Staff development and meetings with other staff, both teaching and support, are a regular part of the school's training programme. Most resources are used well to support pupils in their learning. However, those for information technology are under-used.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to raise the quality of education further, the headteacher, governors and staff should:
- Raise standards in information technology in both key stages by ensuring that:
 - staff knowledge is enhanced;
 - lessons provide opportunities for pupils to have regular access to the range of equipment;
 - the knowledge and skills pupils are expected to learn are in teachers' lesson plans;
 - pupils are regularly assessed against these skills and that the information gained is used to plan the next steps in their learning.
(paragraphs 5, 9, 16, 19, 48, 77, 79, 81, 87, 105 –108)
 - Improve the quality of Key Stage 2 pupils' listening by ensuring that:
 - teaching across the curriculum provides regular scope for the development of pupils' listening skills.
(paragraphs 6, 20, 67)
 - Ensure that the length of the school day complies with recommendations.
(paragraphs 25)
 - Develop further ways through the teaching and day-to-day running of the school to enhance the level of pupil initiative and personal development.
(paragraphs 14, 34, 89, 107)
 - The following less important key issues should be addressed by the governors as part of the school's action plan:
 - Improve the range and quality of extra-curricular activities;
 - Consider further ways to improve links with parents.
(paragraphs 29, 42, 44, 45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	9	32	55	5	-	-

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	67
Number of full-time pupils eligible for free school meals	-	5

FTE means full-time equivalent.

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

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	-

Attendance

Authorised absence

	%
School data	3.1
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

As there were fewer than 10 pupils in the Key Stage 1 cohort, the statistical data has been omitted. In addition, as there were fewer than 10 boys or girls in the cohort for Key Stage 2, the actual number of boys and girls who undertook the end of key stage National Curriculum tests has also been omitted.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999			10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	6	9	9
Percentage of pupils at NC level 4 or above	School	60(69)	90 (77)	90 (92)
	National	70 (65)	69 (59)	78 (68)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	8	9	9
Percentage of pupils at NC level 24 or above	School	80 (69)	90 (69)	90 (85)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	21.6
Average class size	23.0

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	35

Financial information

Financial year	1999 - 2000
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	£
Total income	152,700
Total expenditure	157,569
Expenditure per pupil	2,814
Balance brought forward from previous year	22,464
Balance carried forward to next year	17,595

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	68
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	44	2	0	2
My child is making good progress in school.	40	48	10	2	0
Behaviour in the school is good.	28	52	10	6	4
My child gets the right amount of work to do at home.	36	36	28	0	0
The teaching is good.	46	34	14	0	6
I am kept well informed about how my child is getting on.	48	28	18	6	0
I would feel comfortable about approaching the school with questions or a problem.	48	38	10	4	0
The school expects my child to work hard and achieve his or her best.	52	36	2	4	6
The school works closely with parents.	47	31	18	4	0
The school is well led and managed.	40	34	14	8	4
The school is helping my child become mature and responsible.	48	24	24	0	4
The school provides an interesting range of activities outside lessons.	16	26	30	24	4

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

54. Owing to the lack of evaluation contained about provision for children aged under five in the previous report, it is very difficult to make a clear judgement about the rate of progress that the school has made in respect of provision for children under five since 1996. However, evidence from the inspection strongly suggests that the overall provision for children of this age is good with the school particularly effective in ensuring that the small number of children of this age are well integrated into the day-to-day aspects of the school. Teaching is good and children make at least satisfactory progress in all areas of their learning and in communication, language and literacy and their mathematical work they attain standards higher than expected for children of this age.

Personal, social and emotional development

55. Children enter the Reception class with average skills in their ability to relate and interact with people around them. By the time they leave the class, they achieve what is expected for this area of their learning. The adults who work with the children are mindful of the need to provide activities that successfully develop such skills. Children are given praise for what they achieve and this is effective in developing the children's sense of personal worth.
56. Children play co-operatively together and teaching emphasises for pupils the need to play with equipment in a fair and sensible manner. Children quickly learn that they have to share and listen to others such as when seen mixing flour, eggs and sugar in making 'teddy bear' cakes. Children are also taught to replace equipment after they have used it and that when sharing or hearing a story, there is a need for quiet yet at the same time to listen as hard as they can. Teaching is effective in this area. The teacher makes quite good use of the somewhat limited space and when the weather allows, good use is made of the small area beyond the classroom for outside activities that provide further stimulus to the development of the children's personal, social and emotional development.

Communication, language and literacy

57. Children make good gains in this aspect of their learning. They enjoy listening to stories and are able to identify with the characters in the stories that are read to them. They understand terms such as 'author', 'page', 'title' and that the words on a page are to be read. They are able to identify full stops and explain that the reader is meant to take a pause when one of these is seen. The teaching of early reading skills is good and regular scope is given during language and literacy lessons for the teaching of phonics and word recognition skills. In other aspects of language and literacy teaching is equally effective and good use is made of imaginative role-play areas as a means of developing the children's speaking and listening skills such as the 'Snack Bar.' Teachers provide regular opportunities for children to explain what they have done to the rest of the class and this provides another source for children to understand the need to listen to the speech of others.
58. The teaching of the development of early language and literacy skills places equal importance on the promotion of early writing skills. By the end of the Reception class, children are able to construct simple sentences using a full stop and capital letter to give their writing a simple structure. They are able to write their 'news' or a caption or give a simple opinion of what they like or do not like.

Mathematical development

59. Aspects of mathematics are taught well and by the end of their Reception year, children attain standards in mathematics higher than that expected. Most children can count to at least twenty and beyond. Higher ability children are using the addition and multiplication symbol to solve

simple problems and are able to count in 10s to at least 100. They appreciate the value of simple coins and are able to explain that 53p can consist of a 50p, 2p and a 1p coin. Their early perception of shape is good with many children able to give a simple explanation of the similarities and differences between a square and a rectangle.

60. Adults provide many creative and regular opportunities for the children to develop their understanding of the language of mathematics. Creative play allows effectively for this. Moreover, the various themes that are chosen for pupils to develop their learning stimulate children well. The 'teddy bear' theme seen during the inspection highlighted this well as children were seen working well with plastic teddy bears as they had to count and re-arrange in order of size. Adults appreciate that mathematics can be developed in other areas of learning such as practical work in the form of simple construction or food technology activities.

Knowledge and understanding of the world

61. When they enter the school children demonstrate an appropriate general knowledge of the world. This is sufficiently extended during their first year at the school. They learn simple facts about the area in which they live and that getting to school may well involve different forms of transport. They understand that members of their family may be older than they yet that they too were once young and would have attended school. They know that things change with time and that people grow as they get older. They develop an understanding of different historical terms such as 'museum' and that objects that were once 'new' with time become 'old'. With support and guidance, children are able to use a computer mouse to move around a computer program and they know what is meant by 'point and click.' Children appreciate that other aspects of technology enable them to watch a television programme or listen to a tape.
62. The quality of teaching for this area of learning is good. Scope and appropriate resources are regularly provided for children to devise simple models such as 'paper bags' to carry their 'teddy bear' cakes home in.

Physical development

63. Owing to the size of the school, there is very limited outside space to enable the children to have free access to outside space. However, the school is aware of the need to provide from within their limited space for outside play. This is accomplished by making use of the area at the back of the school, the field adjacent to the main entrance and the local playing field. Every encouragement is given to the children to use the equipment that is provided and children are able to run, hop and play with balls to good purpose. Other aspects of the children's physical development is encouraged through more day-to-day activities such as using scissors and glue in the making of simple paper bags or simple cakes. This successfully develops and extends their fine manipulation skills such as mixing, stirring, measuring, folding and sticking pieces of paper together through the use of staples.

Creative development

64. Children make satisfactory gains in this aspect of their learning. Adults are mindful of the need to provide rich and stimulating activities to extend the children's creative endeavours. In this they are successful. Children are encouraged to mix paints and explore the texture of paint. They use paint brushes with a certain degree of success and most children, by the time they conclude their Reception year, are able to apply paint evenly to their work. Opportunities are regularly provided for children to extend their creative work through imaginative role-play which is used well to extend the children's speaking, listening and social skills. Children also take part in simple musical activities and enjoy listening to and joining in the singing of simple songs and tunes. They are able to recognise simple musical instruments and know the difference between a long and short note.

ENGLISH

65. The baseline assessments as the children enter school indicate that their attainment is average. The good experiences in language and across the curriculum enable them to make good progress so that their language skills are above average by age five. The inspection findings are that standards in English are average at the end of both Key Stages 1 and 2. The school has maintained standards since the previous inspection, and standards have improved in line with the national trend, although, having small year groups, the individual scores fluctuate year on year. Pupils with special educational needs make appropriate progress.
66. At Key Stage 1, the inspection findings indicate that standards by the end of the present Year 2 are average. Standards in speaking and listening are average. The teachers use good strategies to encourage pupils to listen and then to explain their ideas, so that pupils usually listen well and pay close attention. Several pupils make good individual responses to questions. Many pupils share their ideas happily within a class group, although teachers are sensitive to the way that several pupils are still developing these skills. In some activities, such as sharing a big book on sounds like 'Swishy Swashy', pupils are fully involved and full of ideas, demonstrating some good vocabulary. Standards in reading are broadly in line with national expectations in Key Stage 1. There is an appropriate range of books which pupils enjoy. The pupils are gaining relevant skills including the use of letter sounds, word recognition and contextual clues, and pupils are beginning to use the letter sounds and symbols to build unfamiliar words. An excellent activity, which strongly promoted the pupils' phonic understanding, entailed the teacher helping the pupils to try out sounds at the beginning of words to hear what it would sound like. The pupils took great delight in some of the unexpected words. Shared and guided reading within the literacy hour is helping to improve these skills. A few pupils read with good expression.
67. Inspection findings are that standards in writing are average. The teachers provide a suitable range of writing that includes a variety of styles and writing for different purposes. By Year 2 pupils have written letters, an account of My Viking Saga and simple poems, showing growing confidence with using writing conventions such as the correct use of capital letters and full stops. The higher attaining pupils show a greater command of sentence structure, and their spelling improves significantly. They show a developing hand at writing. Standards in handwriting and spelling overall are average, but show clear progress from Year 1.
68. Standards in reading and writing across the curriculum are in line with pupils' overall attainments. Vocabulary is extended in science and cooking activities, for example. The pupils' writing skills support their writing adequately in other subjects such as design technology and history, and there is usually a suitable emphasis on the technical language of these subjects.
69. Within Key Stage 2, a minority of pupils have weak listening skills that adversely affect their progress, even though the teacher uses consistent behaviour strategies. Most, but not all, pupils concentrate and listen appropriately during discussions in the literacy lessons or when following a story. Many pupils listen considerately when others are talking and expressing an opinion. Most pupils are attentive and follow the ideas or stories well in school assemblies, for example, including visiting speakers. Several pupils demonstrate that they have good memories for events in stories or information. Progress and standards in speaking are satisfactory. Pupils generally speak clearly, although several are reluctant to speak out in class and require encouragement from the teachers.
70. Pupils make appropriate progress in reading, so that the attainment of the majority is at the expected level by Year 6. Pupils' reading skills are built upon systematically during literacy lessons, with good attention to vocabulary, sentence structure and inference. However, the practice of hearing pupils read is given too little attention by the teachers, and is inconsistent. The pupils' reading records are completed by them, so that comment to support the development of their skills is absent. All pupils take their reading books home, benefiting from the support of parents and other adults. The range and selection of texts is satisfactory. The teachers continually increase and review the selection and make good use of the library service. Pupils are offered suitable direction in their choice of text. Pupils have positive attitudes to reading, which

helps them improve their skills. The reading skills of the higher attaining pupils indicate good fluency, expression and textual understanding.

71. Attainment in writing is average by the end of the key stage, and pupils make steady progress. The evidence of pupils' work in exercise books shows that their skills and understanding of sentence structure, grammar and spelling improve over the year, and that the higher attaining pupils reach above average standards. Their style shows increasing maturity as pupils write in different styles for a variety of audiences. Their reasoning and ability to infer are often clear, for example in arguing the need for a new school building. The pupils are beginning to edit and improve upon their first efforts. Pupils become increasingly aware of differing styles as they move through the school, and of the range of purposes for which language is used. Many have good inference and interpretation skills. Writing skills are used well to support other subjects, for example history. Pupils with special educational needs make sound progress and are well supported in their work.
72. Spelling is taught carefully through the school. Teachers draw attention to mistakes which occur in pupils' work, and a good, common practice is for the pupils to write these out a few times. Pupils make satisfactory progress in handwriting. By Year 6, most pupils have a well-formed, joined style that shows some individual character.
73. Most pupils have good attitudes and behaviour towards English, although a minority of pupils in the oldest year groups have short attention spans and are easily distracted, resulting in slow progress. Teachers usually establish interest and purpose well and make a good choice of text. The texts create a good focus for language development. Most pupils listen actively and many are keen to contribute to discussion. They settle to work quickly when a new activity is started. The purposeful teaching and the use of the literacy strategy by all teachers contribute to secure attainment. By Year 6, most pupils share ideas and work together co-operatively, respecting the ideas of others. The effort and concentration of most pupils supports their attainment well. A very few pupils have immature behaviour and poor concentration, which hinders their progress despite good behaviour strategies by the teacher. The good attitudes are promoted by the teaching, which encourages pupils to try hard and take pleasure in the activities.
74. Standards of teaching have improved since the last inspection and are satisfactory in both key stages. The quality of teaching relates closely to the progress pupils make in lessons. Lessons are planned thoroughly using the Literacy Strategy and learning objectives are usually shared and discussed with pupils. They usually know what they are expected to achieve by the end of the lesson. The teachers set clear expectations for attention and behaviour. Behaviour is often well managed and teachers are responsive to pupils, encouraging their attention and interest. The careful planning usually results in work that is matched to the needs of different pupils, although tasks are not always differentiated, resulting in a lack of challenge at times, particularly for the higher attaining pupils from differing age-groups. The pace of the lessons and the amount of work pupils produce are usually satisfactory. The teachers have a good knowledge of the subject that is shown in their good questioning skills which encourage pupils to think and reason, for example in Years 3 and 4. Teachers use correct technical vocabulary, and extend the pupils' understanding of it. Plenary sessions are used effectively to encourage pupils and to recognise their efforts. Teachers assess pupils' responses and use this to adjust their teaching effectively within the lesson or to re-focus their teaching in a subsequent lesson. Assessment procedures are satisfactory, and good attention is given to analysing test data and keeping on-going records of pupils' progress and difficulties.
75. Samples of written work in books from across the school show a mostly consistent approach to their use in monitoring pupils' progress. Presentation skills are satisfactory, and are good amongst the higher attaining pupils. Most books show regular opportunities for writing have been provided. Teachers mark work regularly, and engage with the pupils through helpful comments that encourage pupils and indicate how to improve. However, the marking of pupils' work is not yet related to the identified short-term targets.

76. The English curriculum is well structured, broad and balanced, with a good choice of texts. The school uses the National Literacy Strategy effectively as the basis for teachers' planning. The English co-ordinator has a good understanding of the role and provides helpful leadership. She is familiar with the strengths and weaknesses in the subject through the school, and makes occasional observations of teaching to monitor standards. There are sufficient resources to meet the requirements of the curriculum. The school library is appropriately stocked and used by pupils. Computer programs are occasionally used to promote pupils' writing, for example pupils in Years 3 and 4 prepared a book of imaginative writing on their Viking Saga that demonstrated many positive literacy skills.

MATHEMATICS

77. The inspection findings indicate that by the end of Key Stage 1, pupils' overall attainment in mathematics is in line with national expectations and the school has maintained standards in mathematics in Key Stage 1 since the last inspection. While the results of the 1999 National Curriculum tests indicate well below average levels of attainment although as the number of pupils who sat the tests was very low and makes the results statistically unreliable. The results of the most recent tests and teacher assessments indicate a strong improvement over those of the previous year. As they move through the key stage, pupils make satisfactory gains in their learning of mathematical ideas and associated language. However, in Key Stage 2 this progress is more marked and by the end of the key stage, pupils attain standards that are above the national expectations and an improvement over the standards attained at the school's last inspection. This is largely attributable to the slightly greater rigour in the quality of teaching and more regular and consistent use of investigation work to explore aspects of the mathematics curriculum. Standards in numeracy are above average and pupils with special educational needs and those with high ability make equally good progress with higher ability pupils achieving particularly well. There is a close correlation between inspection findings and those of the National Curriculum tests that indicate standards in mathematics to be above the national average.
78. By the end of Key Stage 1, pupils' attainment in number is average. Pupils lay out their work in order to solve it correctly and have a developing understanding of place value. They are able to solve simple addition and subtraction problems involving money. They understand the notions of 'o'clock' when discussing and exploring problems involving the concept of time but their perception of fractions is a little weaker. Pupils recognise and explain the different properties of two-dimensional shapes but their understanding of three-dimensional figures is more tenuous. Pupils construct a simple bar chart such as the frequency of colours seen in cars that pass the school. Opportunities for pupils to participate in open-ended investigation work are not as actively promoted as problems involving number work. Standards attained in this aspect are average. Across the key stage, pupils make satisfactory progress.
79. By the end of Key Stage 2, pupils' attainment in mathematics is above average. Pupils are very confident in their handling problems involving number either mentally or in using more traditional pencil and paper methods. Their perception and grasp of the pattern inherent in number are good with many pupils realising, for example, how the procedures of halving, doubling, rounding and estimating are all employable skills to solving problems involving the four rules of number. Pupils' awareness of fractions is strong and many are able to explain the relationship between fractions, decimals, ratio and percentages. In work on mathematical shapes and measurement, pupils effectively demonstrate the skill of using a protractor to measure and draw angles and higher attaining pupils describe the relationship between the properties of a circle. However, their understanding of the language associated with the programmable language of 'Logo' is a weaker aspect of their attainment. Pupils are able to construct and interpret information from a range of charts such as pie or line graphs. Good links are made with this aspect of their work with other subjects such as science or geography.
80. Standards in numeracy are above average aided by the good use of subjects such as design and technology for extending the pupils' skills and understanding of measurement. Investigation work of an open-ended nature is a regular feature of the pupils' mathematical experiences and

standards attained in this aspect of their work are above average. Across the key stage, pupils make good gains in both their knowledge and understanding of mathematical ideas and in their general approach and confidence to working with mathematical data.

81. The quality of teaching across the school is at least satisfactory and in Key Stage 2 it is good. The quality of teaching has a positive impact on pupils' overall progress. In Key Stage 2, where teaching is good, introductions to lessons are brisk and opening activities to a lesson engage pupils' interest and flex their mental mathematical abilities. These then proceed to effectively planned activities to match the different groups and ages within the class – including those pupils with special educational needs. For example, in the concluding part of one lesson seen during the inspection, pupils had to work out mentally $\frac{1}{2}$ of 32, 768 and explain how they derived their answer. Once done, they had to further halve the resulting number and again, explain the processes involved. In concluding the lesson, the teacher successfully emphasised the need for pupils to 'work with what you know to move to what you don't know'. The majority of pupils respond well to such high challenge and expectation and effectively extend their grasp of number and place value in particular. Where teaching is satisfactory and occasionally unsatisfactory rather than good, younger and less able pupils are asked to undertake the same work as those who are more older and able. This results in some work for pupils being a little easy and for others occasionally too difficult. In both key stages, pupils are given every encouragement to work to the best of their ability and, in the main, the quality of marking while supportive is not always sufficiently clear to illustrate to pupils how they could improve the quality of their work. Across the school, information technology could be far more extensively used to support pupils in their learning and consolidation of mathematical ideas.
82. The school has effectively implemented and embraced the principles of the National Numeracy Strategy. Good progress has been made since the last inspection in improving the use made of assessment information to plan work for pupils in Key Stage 2 and raise the attainment of those who are more able. However, this practice is more apparent in Key Stage 2 than in Key Stage 1. The co-ordinator, who has given the school a good lead in the subject since the last inspection, has opportunity to monitor teaching and learning in her colleagues' classes. This work has resulted in appropriate targets for continued improvement within the subject. There is a good policy that outlines clearly how the subject is to be planned for. Resources are adequate to support teaching although the number of mathematical books in each of the classroom based libraries are very few compared to other subjects.

SCIENCE

83. By the end of both key stages, pupils' attainment in science is in line with national expectations. Although the end of key stage data for Key Stage 2 indicated attainment at a higher level in 1999, the inspection findings reflect the level of attainment within the current Year 6 cohort which, historically, has been generally below that seen in other Year 6 groups. This is the same judgement as that made at the time of the school's last inspection. Strengths in pupils' attainment lie in the manner by which they undertake and attain above average standards in investigation work. However, there is a need for the planning of pupils' work to take greater recognition of the different abilities in each of the mixed aged classes and for more frequent use of information technology to support the pupils in their scientific endeavours.
84. By the end of Key Stage 1, pupils are able to explain the need for fair testing and standards in investigation work are average. Teaching effectively promotes this. Investigations such as 'Do People with Bigger Feet Jump Further?' provide pupils with effective scope to explore and investigate such ideas. Most are able to explain what is meant by the scientific terms of 'transparent', 'translucent', and 'opaque.' They know that mirrors are used to reflect light and that the length of shadows are dependent on the location of the sun at different times of the day. Pupils are able to clearly explain the process involved in generating a simple electric current by connecting a battery using wire and bulldog clips to a bulb. Through exploring about living things, pupils know that all living creatures grow if certain conditions are in place such as light, and water are at hand and that if not, they are likely to wither and die. Overall, progress is satisfactory with

the majority of pupils, including those with special educational needs, making appropriate gains in their understanding of different scientific terms and ideas.

85. At Key Stage 2, pupils continue to develop and consolidate their scientific knowledge – particularly through the use of investigation work. Through finding out about gases, pupils learn to tell the difference between a solid, liquid or gas. They learn to separate mixtures and learn in more detail how the eye functions. Through investigation work, they explore ideas as to whether the length of a piece of wire affects the brightness of a bulb and they deepen their grasp of the different symbols used when devising diagrams about electrical circuits. In learning about living processes, pupils understand the importance of a skeleton, how muscles work and the similarities and differences between humans, animals and plant life. They know the different parts of a flower and what micro-organisms need in order to thrive. Their understanding of forces and sound is the weaker element of their attainment. However, given the manner by how the school plans science teaching over a two-year timeline, this is understandable as these themes have not as yet been explored in sufficient depth. Overall, as pupils move through the key stage, pupils, including those with special educational needs, make satisfactory progress. There is good evidence of practical work and good opportunities for pupils to describe and record their observations.
86. The quality of teaching in both key stages is satisfactory. Teachers have adequate subject knowledge and organise lessons in such a way that enables pupils to discuss, formulate ideas, investigate and then make inferences from the work they undertake. Most pupils' progress is enhanced by their enthusiastic approach to all activities. However, in upper Key Stage 2, the older Year 6 pupils display weaker attitudes to their learning and this impacts negatively on their overall progress. Teachers make good use of questions in lessons to probe, challenge and extend the depth of pupils' scientific learning and they make secure gains in the development and progress in their use of scientific language. Across both key stages, care is taken by teachers to effectively ensure that pupils' learning is adequately planned for over a two-year timeline. This ensures pupils re-visit topics at a later stage in more depth. However, given the less than recommended teaching allocation for all subjects in the school, time for pupils to fully explore scientific ideas in depth is limited – although this is better in Key Stage 2. The quality of teaching would be enhanced if greater challenge were offered to higher attaining pupils in Key Stage 1. Evidence from evaluation of their work suggests, for example, that they are sometimes given the same work as that for pupils with average or below average abilities. In some classes, pupils are given homework to extend their learning. This is a new initiative and at present, is not fully impacting on pupils' learning.
87. There are a satisfactory range of books and equipment to support the pupils in their scientific endeavours. This has a positive impact on developing aspects of pupils' literacy skills such as using an index or contents and glossary sections of a book to seek out scientific information. Teaching is monitored by the co-ordinator and aspects of where further improvements could be made determined and acted upon. There is secure leadership and management of the subject although the funds allocated to support development of the subject are somewhat small.

ART

88. By the end of both key stages, pupils attain standards in art that are above the national expectations. Across many aspects of the art curriculum, pupils, including those with special educational needs, make good gains in learning about different artistic techniques. The school has paid good attention to raising the quality and status of art in the school since the last inspection when standards in the subject were found to be below national expectations.
89. The good progress evident in both key stages is particularly noticeable in the pupils' work in producing three-dimensional models. In Key Stage 1, pupils construct simple models using recyclable materials to good purpose and their work in producing a large scale dragon in direct response to exploring the story of 'Harry and a Bucketful of Dinosaurs' was particularly striking. As they move through the key stage, pupils learn to draw carefully and use paint and crayons to

create art work of good quality. In addition, they are given every opportunity to explore the qualities of paint and how it can be mixed to form other colours. This early knowledge of art is well extended in Key Stage 2. Here, pupils build on the knowledge gained about paint to mix and blend to give their paintings an added touch of vibrancy. They appreciate well the need for preparatory work using sketch books and their understanding of how different shades and tones are obtained using a range of drawing techniques is good. Pupils' work in using malleable materials is particularly impressive. Recent work, for example, that pupils produced in response to exploring the work of Alberto Giacometti demonstrated this well. From undertaking initial observations and sketches of how their work would progress, pupils used tree branches that they trimmed and turned into body shapes using masking tape. Frames using mod roc provided a structure and the finished models were then embellished and painted in gold paint and boat varnish. The resulting work was placed outside the school entrance and provides a positive and striking stimulus as visitors enter the school. At present, pupils' understanding of how information technology may be used to produce pieces and images in art is not as strongly developed as other aspects of their art development.

90. The quality of teaching across the school is good and has a visible impact on the pupils' attitudes to the subject, which are good, and in the progress they make in their knowledge and understanding of the subject. Pupils talk very enthusiastically about their art work and readily discuss the moods and emotions it can evoke. Examination of pupils' work on display points clearly to pupils taking great care over their efforts. The whole school cloth tapestry produced to commemorate the millennium, exemplifies well this high degree of care taken over their work. Some of the teaching in Key Stage 2 is undertaken by the art co-ordinator who is very knowledgeable and appreciates well how art can be engendered through other subjects of the curriculum. Children's literature and poetry is used creatively in this regard and provides a rich stimulus for pupils' work. The school effectively ensures that visits by local artists are regularly organised and this provides a valuable opportunity for pupils to observe and discuss how works of art are developed over a period of time. In addition, there are well planned and regular opportunities for pupils to explore the works of famous artists and other craftspeople. This successfully ensures that aspects of their spiritual and cultural development are suitably extended. The local environment of Palgrave is effectively used as a stimulus for art. Sketchbooks are used extremely well across the school from Year 2 to Year 6 and serve both as a working aide, and for pupils to evaluate the work that they attempt.
91. Effective developments have taken place in the subject since the school's initial inspection. Standards have risen and so has the quality of teaching. A good scheme of work has been developed that highlights clearly what skills pupils are expected to learn. Resources are satisfactory although the use of the practical area that lies adjacent to each classroom could be more effectively organised to develop the pupils' initiative and personal development. The quality of displays, particularly in the entrance foyer, is good and adds significantly to the subject's status.

DESIGN AND TECHNOLOGY

92. Pupils are making appropriate gains in design and technology skills in Key Stages 1 and, in Key Stage 2, pupils make good gains in their learning. The school has made satisfactory improvements since the previous inspection. Pupils with special educational needs make satisfactory progress. The school gives good attention to design and making processes so that pupils experience a good range of materials and skills.
93. Pupils in Key Stage 1 use their developing skills with simple materials to make familiar objects such as a paper bag to hold a toy. Their shaping and joining skills are sound, and they understand many of the simple properties of the materials, such as the strength, how easy paper is to tear and if things will bend. By the end of the key stage, planning documents show that pupils have experienced a good range of materials and tasks. During the food technology lesson seen, for example, pupils discussed the properties of the margarine, sugar and eggs before mixing them and understood how they were changed. They demonstrated good, developing skills and talked constantly about their ideas through the encouragement and skill of the assistant.

Other pupils worked independently at making play-dough teddies, in a well-chosen task that promoted finger control. Year 2 pupils understand something of the design process and talk about different materials to use. Overall, progress is good in designing and making at Key Stage 1 through the skilled teaching.

94. Pupils in Key Stage 2 have the skills to design and make attractive products. For example, pupils in Years 5 and 6 designed an Iron Man, a task that was linked well to their literacy. Most pupils explained some of the problems encountered clearly, and indicated how they had tried to overcome them. The pupils also demonstrated through their written accounts that they had good design ideas and skills to make frame boxes and simple weaving. The pupils made a collage wall-hanging as gifts, showing the good links teachers make to their personal development. These tasks indicate that the pupils have good skills to design and make simple artefacts. Their cutting, shaping and joining skills are good overall in producing the boxes. The pupils have good opportunities for food technology, making sandwiches and fruit salads. Pupils produce attractive clay articles at intervals through the school, with evidence of developing skill. By the end of the key stage, pupils have designed a selection of products and applied their knowledge and skills to construct them. They are beginning to bring problem solving skills to the tasks, and to improve the constructions using their evaluations. Progress is good in Key Stage 2 with clear processes evident.
95. In both key stages, the pupils have positive attitudes to design and technology. They enjoy their tasks and work with good concentration, sharing ideas and showing responsibility in handling materials. The selection of tasks offers good learning opportunities to handle a variety of materials, for example a paper bag or meccano, and to experience challenging skills for making the products.
96. The quality of teaching, judging from the work produced as well as the lessons observed, is good at both key stages. In Key Stage 2, for example, higher attaining pupils were encouraged to use control circuits and language to make the eyes of their Iron Man blink independently. Teachers' planning is generally clear, based upon the adopted scheme of work. The teachers give careful attention to the intended technological outcome and the skills required. Teachers help the pupils to think about the design, and the skills for making their products. Teachers encourage pupils to develop skills of design and construction. The oldest pupils are given good opportunities to use their initiative.
97. The subject co-ordinator gives helpful support. The school is using the QCA document as a basis for planning. The subject meets the requirements of the National Curriculum, with appropriate breadth, balance and progression through the school. Resources for technology are satisfactory for the range of skills involved. The school has satisfactory facilities for cooking as part of food technology.

GEOGRAPHY

98. By the end of both key stages, pupils' attainment in geography is in line with national expectations. Pupils of all ages and abilities make satisfactory gains in their learning and the progress they make in terms of developing their knowledge of geographical language is also satisfactory. The school has maintained standards in the subject since its last inspection when standards were also in line with national expectations.
99. Key Stage 1 pupils acquire a secure range of geographical skills and their work shows them to have a satisfactory grasp of the different seasons of the year. They know that different weather is associated with different times of the year and they are developing an understanding of the area in which they live. They appreciate that Diss is larger than the village of Palgrave and as such has more amenities. Their understanding of how symbols are used to represent objects on

maps is a weaker element of their geographical attainment. In conversation, their perception and grasp of more distant places and countries is less secure.

100. As they move through Key Stage 2, pupils further develop their geographical knowledge and are able to appreciate the moral dilemmas involved within situations such as the need for the building of dams, yet, at the same time, come to appreciate the impact that such developments have on the environment. Pupils develop a secure understanding of the language associated with rivers such as meander, source and tributary. From discussions and evaluation of pupils' work, most pupils are able to compare features and occupations of the area around Palgrave, and are able to describe how location, landscape and climate affect, for example, countries near the equator such as Pakistan. By regular exploration of similar sized towns to Diss in other countries, such as Wasquehal in France, pupils effectively learn about other geographical features and life styles. Their understanding of the language and terms associated with maps is a weaker aspect of their attainment.
101. Evaluation of pupils' work clearly indicates they enjoy learning about geography and other people in the world. Some pupils present their work neatly, taking care over how it is presented knowing that this has a positive impact on the reader. However, not all pupils demonstrate the same attitudes. Some older Year 6 pupils have a less positive aptitude to their learning that impacts negatively on the rate of their progress. Teaching in both key stages is satisfactory with teachers having adequate subject knowledge and taking care to ensure that the pupils in each of the mixed aged classes undertake a programme of geography work that is broad and sufficiently balanced. In the upper Key Stage 2 class, care is taken to ensure that aspects of numeracy support the development of pupils' geographical skills through the use of devising charts and tables and then making deductions from the information entered on the various graphs. In addition, good opportunities are provided for pupils to discuss moral issues within a geographical theme such as the impact that the building of roads or pollution has on local landscapes.
102. Resources to support teaching and learning are satisfactory and are used well across the school. At present, the use of information technology to further support and enhance pupils' geographical knowledge and understanding is at an early stage of development.

HISTORY

103. By the end of both key stages, pupils' attainment in history is in line with national expectations. All pupils, including those with special educational needs, make satisfactory gains in their learning of famous historical events, the people associated with them and of the different terms normally associated with history such as 'timelines' or 'archaeologists.'
104. At Key Stage 1, pupils gain an increased understanding of the past through exploring particular historical events such as the events and principal characters involved in the Gunpowder Plot. They understand that people within their own families are older than they and that people age as they grow older. At Key Stage 2, pupils learn that various groups have invaded Britain and eventually settled as a result. Pupils learn that the Anglo-Saxons, for example, had a significant impact on the county of Suffolk and that evidence of how they lived their lives can be gathered from evaluating tools and equipment seen in local museums such as Sutton Hoo. Older pupils have learned about the Victorian era and are able to explain how life during this era was radically different to that of their own lives. By exploring such eras, they effectively learn about the concept of 'change' and how certain modern-day inventions have impacted significantly on the development of many cultures.
105. While in the main pupils are curious about the past, the manner by how some pupils present their work is often weak. This is explained in part by the over-use in some cases of commercially produced handouts by teachers to support their teaching. The over-use of such materials precludes opportunities for pupils to develop their initiative and their own lines of historical enquiry. The quality of teaching across the school is satisfactory and effectively develops pupils' understanding of how their own locality has changed over the years.

Excursions to places of local historical interest are regularly planned for and this successfully develops pupils' understanding of how places change and how objects and memorabilia from the past are used to gain a greater understanding of how people lived.

106. Although the school does not have a school library as such, this is compensated for in part by each classroom having a selection of non-fiction materials to support the pupils in their history work. The quality of these is good. Further materials are provided for pupils as a result of the school subscribing to the local education authority's school library service who provide books and other materials to support the various history themes and topics pupils explore.

INFORMATION TECHNOLOGY

107. By the end of both key stages, standards in information technology are below national expectations. Across the school, pupils make too limited gains in their understanding about how information technology can be used to support their learning through other subjects. In the main, the school has not kept up with developments in the subject that have taken place over the past four years. However, the school has recently added significantly to the level of resources for the subject across the school. Once the management of the integration of these has been successfully implemented, they offer rich potential to raise the quality of pupils' learning.
108. While Key Stage 1 pupils make use of computers for word processing, their general skills in using such a tool to support their learning is limited. Pupils are able to use a mouse to move around a program but their skills in loading and knowing how to save their work are weak. Few, for example, understand how to change the size and appearance of their text. Pupils' ability to use compact disc software is limited. At Key Stage 2, pupils are more confident in their use of using a word-processor. They know how to change the size of a font and place a graphic into their typed work as a means of giving it a more pleasing appearance. Few, however, understand what is meant by 'desk top publishing' or how to use the finer tools found within such a program to give their work added impact. Pupils have a very limited perception of how database software can be used to support their learning although some recent work in relation to using spreadsheets has given older Year 6 pupils an opportunity to understand what is meant by a 'cell' or 'formulae.' In the main, pupils have a limited understanding of control technology or how programmable languages such as 'Logo' can be used to develop their understanding of mathematical ideas. Pupils do not, at present, have access to the Internet to support their learning although they are able to talk quite informatively about such terms as the 'World Wide Web' and 'E-mail.' Too few opportunities are afforded pupils through the teaching of the subject for them to develop their understanding of compact disc software as a means of exploring other subjects of the curriculum or their literacy skills in general.
109. The quality of teaching in both key stages is unsatisfactory. Some teachers lack the knowledge and understanding of how to successfully integrate the use of information technology into their everyday teaching. Not all staff are fully conversant with the features of particular programs. This can hamper pupils in their learning when they are not always given clear guidance on what they have to do to complete a set task. Lesson plans do not highlight sufficiently how information technology could be used to support pupils and, equally, they do not clearly show what skills pupils are expected to learn during a lesson. Assessment of pupils' progress is at a low level and as a result, teachers are not always sure of the precise stage of pupils' development when they come to plan their learning. While information technology is used in some cases to support pupils' literacy development, in the main, teaching does not always recognise how the school's resources for the subject could be more effectively utilised to support the pupils' initiative and personal development.
110. The resources to support teaching and learning are good. Recent additions to the school's software and hardware base have considerably improved the pupil to computer ratio. The school has recognised the need to develop staff confidence in planning for and using the equipment more effectively in lessons to develop pupils' learning. Observations of pupils using this new equipment during the inspection show that they are interested in how computers can support their everyday

studies and they use the equipment with care and respect. Once the planned staff development programme has taken place, there is every reason to suggest that the pace of pupils' learning will be significantly enhanced.

MUSIC

111. Only a few lessons were observed in music but the indications are that pupils are gaining appropriate skills. From the evidence gained, infant pupils have satisfactory rhythm and pitch. They follow and repeat rhythm patterns and follow a quicker timing while others hold the main beat. The younger pupils of Key Stage 2 are more confident with these skills, and many pupils have a good sense of rhythm and expression that is encouraged by the teacher's methods. This ensures that all pupils have a chance to perform with the others, and to listen to the patterns, thus developing their appraisal skills. There was no opportunity to hear pupils using tuned or untuned percussion instruments, although these are available as required. Pupils have satisfactory, clear singing voices, and mostly sing tunefully in pitch although they are not helped by using recorded music for hymns in assembly. Overall, pupils are making sound progress through the school, supported by the programme of study and the work of the peripatetic music teacher. Pupils with special educational needs make appropriate progress.
112. Most pupils are responsive to music and are keen to join in, encouraged by the good choice of tasks and the active example of the teacher. They enjoy their music making, and want to develop their skills. Pupils' attitudes are good overall in both key stages, and behaviour is also good apart from a minority of pupils. The pupils participate well in the activities. Pupils are beginning to listen carefully to the sounds and patterns of musical instruments.
113. The quality of teaching is good overall. The teacher's management of pupils is good, and pupils are arranged suitably for lessons to help them take an active part. The subject planning allows for opportunities to compose, perform, listen to and appraise music. The accommodation is good, although it requires some re-organisation of the pupils. There is a suitable selection of instruments, including some from differing cultures. There is currently no extra-curricular music group to widen pupils' social and cultural development. Pupils have opportunities to appreciate music in assemblies.

PHYSICAL EDUCATION

114. Pupils in Key Stage 1 make steady gains in a range of skills to reach average standards by Year 2, indicating that standards have been maintained since the last inspection. Pupils are making satisfactory gains in body control, co-ordination and movement that support skills for gymnastics and games activities. This was shown to good effect during lessons on the field. The pupils ran around a ring of others using traditional songs and games. They showed early throwing and catching skills with a bean bag and climbed over recently installed large play equipment to demonstrate steady gains in gross motor skills. The activities demonstrated secure development of their skills.
115. Pupils in Key Stage 2 make satisfactory gains in a range of activities to reach appropriate standards by the end of the key stage, maintaining the standards reported at the time of the previous inspection. Pupils with special educational needs make appropriate progress. The teachers plan suitable tasks so that pupils are able to practise and improve their co-ordination and control for ball skills, throwing and catching, and travelling with a ball. Overall pupils demonstrated satisfactory ball control skills during class activities, although several pupils are unco-ordinated. During the lunchtime football practice, the voluntary coach gave the group of boys very positive instructions on finding space, working as a team, and controlling the ball. Most pupils responded well, although there is an element of inappropriate behaviour. Pupils have gained a satisfactory range of games skills, for example in catching, throwing or passing a ball. Pupils are beginning to evaluate their performance, and recognise the need to work safely within given rules. Pupils have good opportunities for swimming to develop their skills, and many reach a high

standard by the time they leave school.

116. The majority of pupils in both key stages have good attitudes, enjoy taking part and are keen to develop their skills during activities. The pupils' behaviour is usually good, following the firm control and management by the teachers, other than immature behaviour by a small minority. The pupils mostly try hard during activities to improve skills and take part. They are beginning to take responsibility for improving their skills and to evaluate how they are doing.
117. The quality of teaching is satisfactory in both key stages. Lessons are planned carefully to provide good learning experiences. The subject policy and scheme support the development of skills across all aspects of physical education and support pupils in making satisfactory progress. The teachers have a secure subject knowledge that is shown in the choice of activities to promote skill development, although instructions and organisation do not always achieve the desired developments. They use demonstration and evaluation of the pupils' work effectively to improve pupils' self-awareness. Their methods suit the tasks, although further attention might be given to using pupils to demonstrate good movements, and to giving assessments and feedback. Teachers generally use good behaviour management to sustain firm discipline and high expectations that are clear to the children. The co-ordinator has a clear view of developments that are required, although the subject has not been a focus for development recently. The subject fully supports the school's aims and helps to give many pupils confidence and enjoyment.

RELIGIOUS EDUCATION

118. Standards exceed the expectations of the locally agreed syllabus by the end of Key Stage 2. At Key Stage 1, standards are in line with the same expectations. A judgement was not made during the previous inspection for comparisons to be made. Progress through the school leads to good knowledge and understanding by the end of Key Stage 2. Pupils with special educational needs make appropriate progress.
119. Pupils in Key Stage 1 know that the Bible is a special book and some of the stories from it. They know some of the events and facts about the lives of famous people. They have learnt about some festivals, the significance of ceremonies, and of some special events of the Christian and other religions' years such as the Nativity and Advent. By the end of the key stage, pupils know several stories from the Bible, and are beginning to recognise some of the wonders of our world.
120. Within Key Stage 2 pupils' previous work indicates that they have a good knowledge of the background to Christianity, and several of the significant events, customs and beliefs. They have an early understanding of the significant times of the Church year, such as Easter and Pentecost. They have studied the main events of several religions, and know about a few of the leaders. By the end of the key stage pupils know some of the Hindu stories and the customs associated with Diwali. The quality of the work and the pupils' understanding indicate good subject knowledge by the teachers that helps to bring out the special nature of a religious life. Teaching is good. Pupils compare customs and ceremonies, which mark important occasions for differing religions. Pupils work also has a good emphasis on the importance of tolerance and respect for those who have views and faiths different from their own.
121. The pupils' work indicates that they have good attitudes to the subject in both key stages, presenting the tasks well on most occasions, and a good level of interest. By Years 5 and 6, pupils' work shows a developing maturity to deal with ideas sympathetically, and suggests effective teaching. Many pupils present work maturely on several aspects of religious life and beliefs, and they try to present their work neatly.

122. The curriculum meets the requirements of the locally agreed syllabus, from which lessons are planned carefully, with clear learning objectives. The subject is led and managed well by the co-ordinator. Long-term planning is carried out together by staff, although the weekly lesson planning is usually done alone. Opportunities to monitor the quality of provision are currently limited since priority has been given to other subjects recently, but the staff share experience informally. A good selection of resources has been built up to teach about Christianity and other faiths, and they contribute to the good learning. The subject contributes well to pupils' understanding of spiritual, moral, social and cultural development, by giving opportunities for pupils to learn about their own culture and the diversity in the wider community.