

# INSPECTION REPORT

Private and confidential Final draft for HT

**TILNEY ST.LAWRENCE COMMUNITY  
PRIMARY SCHOOL**

Tilney St. Lawrence, Norfolk

LEA area: Norfolk

Unique reference number: 120884

Headteacher: Mrs. Carolyn Howard

Reporting inspector: Terry Dentith  
15088

Dates of inspection: 11<sup>th</sup> – 15<sup>th</sup> December 2000

Inspection number: 224335

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 category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	School Road Tilney St. Lawrence Norfolk
Postcode:	PE34 4QZ
Telephone number:	01945 880405
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Appropriate authority:	926 Norfolk
Name of chair of governors:	Mr Len Sharp
Date of previous inspection:	27/04/1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Terry Dentith 15088 Registered inspector	Mathematics Science Design and Technology Information and Communication Technology Music Special Educational Needs	What sort of school is it? The school's results and pupils' or students' achievements How well are pupils or students taught? How well is the school led and managed?
Roger Watts 9399 Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils or students? How well does the school work in partnership with parents?
David Turner 25275 Team inspector	Equal Opportunities English Art and Design Geography History Physical Education Religious Education	How good are curricular and other opportunities?

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

### **INFORMATION ABOUT THE SCHOOL**

Tilney St Lawrence is a Community primary school for boys and girls aged from 4 to 11 years. There are 76 pupils on roll. It is significantly smaller than most primary schools nationally. There is a small number of pupils from minority ethnic backgrounds. No pupils have English as an additional language. Almost all pupils live in the village which contains a wide range of housing and includes families who have long established connections with the school. Over 40 per cent of pupils have special educational needs, which is well above average and the percentage of pupils with statements of special educational needs is approximately five times the national average. Twenty four per cent of pupils are entitled to free school meals which is above the national average. Children enter the school at the age of four with attainment which varies but, overall, is below average.

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

The overall effectiveness of the school is good. With small numbers in each year group, results in National tests vary significantly from year to year. Despite the high percentage of pupils with special educational needs, the school does well to achieve overall standards that, taken over time, are broadly in line with national averages. The quality of teaching is good and there is no unsatisfactory teaching. The leadership and management of the headteacher and the governing body is good. Although the school has high unit costs, it nevertheless gives satisfactory value for money.

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

- The school is well led by the headteacher and the governing body.
- Teaching overall is good, particularly in the basic skills of literacy and numeracy.
- There is good provision for pupils in the Foundation Stage.
- The pupils are well cared for and the school promotes good academic and personal development.
- Support for pupils with special educational needs is good, particularly through the effectiveness of support staff.

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

- Standards in information and communication technology are below average in both key stages.
- There are insufficient opportunities for pupils to think for themselves and use their own ideas in their work.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school's last full inspection was in April 1998 when it was judged to have serious weaknesses. The inspection of its post-inspection action plan in May 1999 judged progress to be good. Since then, the school has continued to make good progress. The unsatisfactory provision for the pupils in the Foundation Stage (under-fives) has been addressed and is now good. Leadership and management has improved considerably, with clear priorities and good systems in place. Extensive refurbishment to the inside of the building with additional teaching space supplied by the local education authority, provides a safe, attractive learning environment for pupils. Standards in information and communication technology are still below average but pupils are making good progress to address this. Teaching has improved with no unsatisfactory lessons seen and over three quarters of

lessons are good or better. Standards were higher in 1997 than 2000 but the proportion of pupils with special educational needs was significantly lower. Attendance has improved.

## **STANDARDS**

Each year group in the school is small by comparison with most schools. Each pupil in a year group of eight is 12.5 per cent. There is a high proportion of pupils with special educational needs and they are not evenly distributed across the school. Consequently results vary significantly from year to year. Over the last four years, Key Stage 1 results have been generally below average, reflecting the number of pupils with special educational needs. Over the same period of time, Key Stage 2 results have fluctuated from well above average to well below average and the evidence seen shows a direct correlation between results and the proportion of pupils with special educational needs in each year group.

Trends over time also vary. The Key Stage 2 1997-1999 three year average for English, mathematics and science are all higher than that for all schools nationally. The 1998-2000 average for all subjects is broadly in line with the national average. With the current attainment of the present Year 2 and Year 6 pupils, the team's judgement is they are making good progress and will achieve results in line with national averages in 2001.

Pupils' knowledge and skills in English, mathematics and science are well developed. Pupils ability to think for themselves, for example, selecting the appropriate mathematics for a problem or designing their own tests in science and using their own ideas in their writing, needs further development.

When children start school, baseline assessments indicate that, for many, attainment is below that expected nationally in language and numeracy. The children are well taught and make good progress in all areas of learning. By the time they move into Year 1, most are expected to achieve the early learning goals.

The school, with the local education authority, sets challenging targets for English and mathematics at the end of Key Stage 2. These were achieved in both subjects in 1999 and in English in 2000.

Starting from a low base, pupils are making good progress in information and communication technology but standards are still below those expected nationally. Standards in art are good. Standards in design and technology, geography and history are satisfactory. Religious education standards are in line with the Locally Agreed Syllabus. During the three days of the inspection, there was insufficient evidence to make judgements on standards in physical education or music.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and generally work hard in lessons
Behaviour, in and out of classrooms	Good. Most pupils are well behaved and those with emotional difficulties respond well to the support they receive.
Personal development and relationships	Good. Pupils enjoy good relationships with one another and with adults. They appreciate the effect their actions can have on others' feelings.
Attendance	Satisfactory. Pupils attend regularly and arrive on time.

The good relationships throughout the school are a strength. Pupils care for and respect the views of others. They eagerly accept the opportunities the school offers them to take responsibility.

## TEACHING AND LEARNING

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

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

The overall quality of teaching in the school is good. At the time of the last inspection 17 per cent of teaching was unsatisfactory; at this time there is no unsatisfactory teaching. 77 per cent of teaching is good or very good, of which four per cent is very good.

The teaching of children in the Foundation Stage is good. It is also good overall in Key Stages 1 and 2. Teachers are skilled in teaching literacy and numeracy across the school. However, teachers give pupils insufficient opportunities in their work to think for themselves. No teaching was observed in art, design and technology, geography, music or physical education. In science, information and communication technology, history and religious education, the teaching is good in Key Stage 1 and satisfactory in Key Stage 2. The teaching of personal and social education observed was good. Teachers have a secure knowledge of the subjects they teach. Skilled questioning, clear introductions and a focus on correct vocabulary all have a positive effect on learning. Effective planning, particularly in English and mathematics ensures a good match of the work to the pupils' ages and abilities. Behaviour is managed well and classroom assistants are effective in their support of teachers and pupils.

The quality of pupils' learning and the extent to which they progress in gaining knowledge, skills and understanding in their lessons is closely related to the quality of the teaching. In the Foundation Stage children make good progress. Pupils across the school make good progress in literacy and numeracy.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and balanced, with sufficient time spent on teaching literacy and numeracy.
Provision for pupils with special educational needs	Good. Early identification, well organised support, clear targets and good records ensure pupils progress well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' spiritual development is satisfactory and for moral, social and cultural development is good. A particular strength is the pupils' awareness of other cultural traditions.
How well the school cares for its pupils	The school takes good care of pupils. There are good procedures for monitoring pupils' development. Staff know pupils well and help them raise their self esteem.

Parents value the care and support the school gives pupils. The curriculum is enhanced by a good range of extra-curricular activities that are appreciated by pupils. The school's efforts to involve more parents in their child's work is bearing fruit with the clear guidance given. The health and safety issues raised at the last inspection have been fully addressed.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher gives a very good lead to the work of the school and all staff work effectively as a team. There is a clear focus on raising standards and school improvement.
How well the governors fulfil their responsibilities	The governors make a good contribution to the work of the school. They are well informed and effectively fulfil their rôles and responsibilities.
The school's evaluation of its performance	Good. The school development plan, produced by staff and governors, gives good direction to the work of the school and is used as an effective tool for evaluation. Teaching and learning are monitored by staff, headteacher and governors and the results used to improve provision.
The strategic use of resources	Good. Staff are deployed well to meet the needs of the pupils. Classroom assistants give good support. The budget is closely matched to the school's priorities and evaluated.

Leadership of the headteacher and governing body is good. Co-ordination of the core subjects of English, mathematics and science and of information and communication technology is effective in developing these subjects and raising standards. The same teachers also co-ordinate the other subjects of the curriculum where they have had less time

to concentrate on development. The co-ordination of these subjects is satisfactory. Principles of best value are used to ensure value for money in spending decisions.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• children like school, are expected to work hard and are making good progress</li> <li>• behaviour in the school is good and children are helped to become mature and sensible</li> <li>• teaching is good, homework is about right and there is an interesting range of activities outside lessons</li> <li>• the school works closely with parents, they are kept well informed and they can approach the school with questions or problems</li> <li>• the school is well led and managed</li> </ul>	None

Parents are very pleased, in general, with all that the school provides for their children. There were no areas of the school about which parents raised issues.

## **PART B: COMMENTARY**

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

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

1. Each year group in the school is small by comparison with most schools. Each pupil in a year group of eight is 12.5 per cent. There is a high proportion of pupils with special educational needs and they are not evenly distributed across the school. Consequently results vary significantly from year to year.
2. When children start school, baseline assessments and the school's own assessments indicate that, for many, attainment is below that expected nationally in language and numeracy. The children are well taught and make good progress in all areas of learning. By the time they move into Year 1, most are expected to achieve the early learning goals.
3. Over the last few years, Key Stage 1 results have been generally below average, reflecting the number of pupils with special educational needs. Over the same period of time, Key Stage 2 results have fluctuated from well above average to well below average and the evidence seen shows a direct correlation between results and the proportion of pupils with special educational needs in each year group.
4. Trends over time also vary. The Key Stage 2 1997-1999 three year average for English, mathematics and science are all higher than that for all schools nationally. The 1998-2000 average is just above the national average for English, well above for science but below average for mathematics. The three year average for all subjects is broadly in line with the national average.
5. With the current attainment in English, mathematics and science of the present Year 2 and Year 6 pupils, the team's judgement is they are making good progress and will achieve results in line with national averages in 2001. In English, speaking and listening skills are satisfactory, pupils read well and standards of writing are satisfactory. However, there are too few opportunities for pupils to include their own ideas in their extended writing, limiting their use of interesting vocabulary. In mathematics, most children handle numbers with confidence, their mental agility is developing well and their knowledge of shape and statistics is good. Where Key Stage 2 pupils are less confident is in selecting the mathematics they need for a given problem and trying out their own ideas. In science the pupils' knowledge and understanding of living things, materials and physical processes is well developed. They are less secure in designing their own tests and hypothesising or predicting outcomes.
6. At the last inspection, standards in information and communication technology were below national expectations at the end of both key stages. Working from a low base, pupils are now making good progress but standards are still below that expected nationally. Standards in art have risen and are now good. Standards in design and technology, geography and history are satisfactory, as was the case at the last inspection. Religious education standards continue to be in line with the Locally Agreed Syllabus. During the three days of the inspection, there was insufficient evidence to make judgements on standards in physical education or music.
7. The school sets challenging targets for English and mathematics at the end of Key Stage 2. These were achieved in both subjects in 1999 and in English in 2000. In mathematics in 2000, the target was missed by 12 per cent (one pupil). Analysis of the results of all standard assessment tasks and tests have identified issues to be

addressed and these have been included in the school's development plan. Target setting is now widespread across the school with pupils having individual targets in English and mathematics and this is having a positive impact on their achievements.

8. Pupils with special educational needs make good progress generally with the positive support they receive. Pupils make good progress towards the targets in their individual education plans which are matched well to their needs and used to plan specific activities. Over time, the school's test and assessment results show no significant difference between the achievement of girls and boys, and inspection evidence bears this out.

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

9. Pupils have good attitudes towards school. Parents say that their children enjoy coming and that behaviour is good. At the start of the day and after breaks, they move quickly to their classrooms and settle to work with little need for comment by teachers. Most pupils work hard in lessons and, when stimulated by good teaching, respond with eagerness to questions. They are generally attentive and are keen to contribute ideas and take part in discussion. Children under five also listen well for their age and show good concentration on the tasks set. Pupils are keen to help around the school and take part enthusiastically in extra-curricular activities.
10. The pattern for pupils' behaviour reflects their attitudes to learning. Most are well behaved in lessons and around the school. Those that have some emotional difficulties respond well to the support they are given and do not slow learning for others. In the playground, whilst play tends to be robust, it is generally good-natured. There is no evidence of bullying and pupils are satisfied that, if there were, it would be dealt with in an effective way. There was one fixed period exclusion last year.
11. Pupils' personal development is good evident in their maturity around the school and in conversations. As they progress through the school, their social skills grow stronger so that by the time they leave they are ready to move to the next stage of their education. Pupils respond well to discussions on the way in which they behave towards others and appreciate the effect their actions can have on others' feelings. They learn that different people hold other beliefs to their own and to respect them. They eagerly accept the opportunities the school offers them to take responsibility, for example, in taking part in the School Council.
12. Attendance is in line with the national average and there are few unauthorised absences. This is an improvement on previous years. Registers are taken correctly and few pupils are late. This allows lessons to start promptly and has a positive effect on learning.

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

13. The overall quality of teaching in the school is good. At the time of the last inspection 17 per cent of teaching was unsatisfactory; at this time there is no unsatisfactory teaching. 77 per cent of teaching is good or very good, of which four per cent is very good.
14. The teaching of children in the Foundation Stage is good. It is also good overall in Key Stages 1 and 2. No teaching was observed in art, design and technology, geography, music or physical education. In science, information and communication technology, history and religious education, the teaching is good in Key Stage 1 and satisfactory in Key Stage 2. The teaching of personal and social education observed was good.

15. Teaching of the skills of literacy and numeracy is good across the school. However, teachers give pupils insufficient opportunities to think for themselves, for example, selecting the appropriate mathematics for a problem or designing their own tests in science and using their own ideas in their writing.
16. The quality of pupils' learning and the extent to which they progress in gaining knowledge, skills and understanding in their lessons is closely related to the quality of the teaching. In the Foundation Stage children make good progress. Pupils across the school make good progress in the skills of English, mathematics, science and information and communication technology. They make satisfactory progress in the other subjects.
17. Teachers are secure in the subjects they teach. They give clear explanations and use the correct vocabulary. To ensure pupils understand the work, teachers recap progress well during the lesson and use effective plenary sessions to share what has been learnt. As a result pupils approach their tasks with confidence and interest, and maintain their concentration well. In all lessons, teachers question well to challenge pupils and to assess what they have understood. In the better lessons the questions are open ended to encourage discussion.
18. Planning is good in English and mathematics and satisfactory in the other subjects of the curriculum. The work is closely matched to pupils' abilities and specifies what the pupils should learn during the lesson. In the better lessons, teachers share the objectives with the pupils to help them assess their own progress. Lessons generally are well structured and have a good balance of activities. They usually have a good pace and pupils work productively. A feature of better lessons is the setting of clear deadlines by the teacher. Occasionally, the teacher input is overlong and pupils become restless.
19. Teachers have good strategies to manage behaviour ensuring pupils work productively in lessons. The very good relationships between adults and pupils contribute to the good atmosphere in all classrooms. On the few occasions pupils drift off task or misbehave, they are quickly brought back to the work in hand. A small minority of pupils have some emotional difficulties that are effectively dealt with.
20. Classroom assistants work effectively with teachers. They share in the planning process and, because of this, give good support to pupils. They work with groups or observe and assess, for example, pupils' contribution to whole class discussions. Their support for pupils with special educational needs helps these pupils make good progress with their work and achieve well for their abilities.
21. Teachers have a good understanding of each pupil's attainment. Very effective marking of work with helpful feedback is common, particularly in the Foundation Stage and in literacy and numeracy. Comments often include praise for work well done and it is clear pupils' work is valued. Similarly in lessons, teachers are effective in assessing how well pupils are doing and adapt the work to suit. Teachers effectively share their assessments with pupils to ensure they know how well they are doing.
22. Appropriate homework is set throughout the school. For children under five it is aimed at involving the parents in their child's learning with letter sounds or sharing a book. By Year 6, pupils are expected to undertake a reasonable amount of more formal work.

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

23. The school provides a broad and balanced curriculum that meets all statutory requirements. The curriculum offered provides a satisfactory range of opportunities for learning. The provision for children under five is good. Given the low attainment on entry, the strong emphasis on language, literacy and mathematics is appropriate. Knowledge and understanding of the world, personal and creative development are all planned well. Physical development is restricted by the lack of suitable accommodation but the school works hard to overcome this. The children settle into school life quickly and are well supported as they begin to experience the demands of the Foundation Stage curriculum.
24. The National Literacy and Numeracy Strategies have been successfully implemented and ensure that the basic skills in these subjects are taught well. English and mathematics planning is reviewed and monitored regularly by co-ordinators and the headteacher to ensure continuity and progression. They also monitor pupils' work and comment on it. Targets for learning, shared with parents and pupils, are set regularly. There is suitable provision for sex education and drug misuse awareness through the science curriculum and the personal and social education programme.
25. The provision for the higher than average number of pupils with special educational needs is good. Their individual educational plans are reviewed regularly and targets set. The class teachers, the special educational needs co-ordinator and the classroom assistants work closely together to ensure pupils' educational needs are met. The good work done by the classroom assistants has a significant impact on the progress of these pupils.
26. The provision for extra-curricular activities is good and a strength of the school. A wide range of activities is offered to pupils, including, recorders, French, country dancing and newspaper club. Several clubs are organised by volunteer helpers and non-teaching members of staff, including netball and football. Several of these activities are offered to pupils in both key stages.
27. The school is committed to providing equality of opportunity for all pupils. This is reflected in the school's equal opportunities policy. The particular needs of pupils on the school's special educational needs register are met well to ensure they play a full and active part in the life of the school.
28. Provision for personal, social and health education is good. There is a consistent approach to developing pupils' personal skills, through effective teaching strategies that include all pupils. An example of this is an activity where less able pupils are given responsible positions in role play situations with younger pupils. Circle Time is used effectively to enable pupils to express their feelings and worries. Pupils are encouraged to use their imagination to predict how they might react in certain situations, such as in a geography lesson when asked their response to the development of a locality in Jamaica. They are encouraged to look after one another and to respect each other's feelings. Classroom and school rules are devised in consultation with pupils to ensure they develop personal responsibility. Sex education and education on the misuse of drugs are dealt with appropriately within the planning.
29. There are some links with the community that contributes to pupils' learning. There are regular visits from local clergy, governors and the community policeman. Pupils also makes regular visits to the local day-care centre to entertain the residents. Outside visitors and experts are used successfully to promote pupils' learning. For example, a music consultant visited the school to share his knowledge of African

music with pupils when the school had an 'Africa Day'. During the inspection, an art adviser from a nearby authority helped the pupils create alien surfaces from clay. There is a useful link with the local high school, which loans equipment and expertise when required. Because of the limited accommodation for physical education, a link has been established with a nearby primary school to use their hall for physical education and pupils swim at a local pool. This enables pupils to enhance their experience in the subject.

30. Overall, the school makes good provision for pupils' spiritual, moral, social and cultural development. Provision for spiritual development is satisfactory. Assemblies and religious education provide time to think about wider issues. Some teachers create special moments of wonder, particularly in science lessons. For example, pupils expressed great delight when the lights were dimmed as a pupil completed an electrical circuit to illuminate a Christmas tree that he had made.
31. Provision for moral development is good. Most pupils know what is expected of them and respond accordingly. The facility for pupils to develop their own school rules gives them a sense of moral responsibility and a reluctance to break them. Circle Time sessions on problems relating to behaviour are discussed and solutions identified by the pupils themselves. Good behaviour is formally recognised and praised. The school uses certificates to reward positive actions. The parents strongly agree with the school's attitudes and values, and they appreciate the efforts made to support pupils.
32. The school's provision for pupils' social development is good. The headteacher and staff provide good role models. Teachers provide sufficient opportunities for pupils to work together in small and large groups and pupils are encouraged to interact with adults. This has the positive effect of developing both their confidence and speaking skills. Appropriate opportunities are provided for pupils to develop responsibility, both in classrooms and around the school. For example, pupils volunteer to help the midday assistants supervise the younger children at lunchtime and pupils organise and supervise the school tuck shop. Through activities such as involvement in charities, such as 'The Jeans for Genes Day', extra-curricular events, visits and concerts, the school develops pupils' awareness and understanding of the wider community.
33. Provision for pupils' cultural development is good. Work in art, religious education, geography and literacy provides a good introduction to a range of customs, traditions and styles of life. One class has established links with a school in Bradford and letters and photographs are exchanged between the two schools. The school's 'Africa Day' raised awareness of life on that continent. The school has started to create links with Albania and hopes to establish links with one particular school in that country. Care is taken to ensure that books and displays around the school reflect other cultures.

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

34. The school takes good care of its pupils. Staff trained in first aid look after pupils who are ill or have accidents at school. The school has a safe environment and all staff are vigilant in identifying health and safety risks. This is an improvement on the previous inspection, when a deficiency in health and safety provision was identified as

a key issue. Regular checks are carried out, possible hazards noted and action taken monitored appropriately. Equipment is checked for safety regularly. Child Protection procedures which meet local guidelines are in place. Although the designated teacher has yet to undertake the formal training, she and all staff are aware of how to use them. The school receives good support from the education welfare service. Staff discuss personal health and safety with pupils as part of planned classroom activities. They encourage good behaviour in all pupils and handle occasional misbehaviour well. The correct procedures were followed when it was necessary to exclude a pupil. The absence of bullying is a consequence of the school's emphasis on thoughtfulness towards others and the appropriate action taken on the few occasions when it has been required. Attendance has improved as a result of the school's effective monitoring of absence and through rewarding good attenders.

35. The school's procedures for monitoring pupils' development, both social and academic, are good. They are used well to provide teaching appropriate to each pupil and to support them so that they develop well as individuals. Assessment is very good in the Foundation Stage and is done well in the core subjects of English, mathematics and science. In lessons, teachers know what pupils have learnt and use that information well to plan subsequent lessons. Pupils are placed in teaching groups so that the disadvantage of mixed-age classes is reduced. Teachers record progress of individuals regularly and test formally at the end of most years. Pupils who are not performing to their potential are thus identified and corrective action taken. Pupils are set targets in English and mathematics so that they know what they need to do to improve their learning. The results of tests are used to identify areas of weakness so that teaching can be focused on improvement in those areas, for example, the need for more work on 'shape and space' in mathematics. Assessment is being developed and used in information and communication technology but there is little formal, recorded assessment in the other foundation subjects.
36. Teachers and other staff know the pupils well and help them raise their self-esteem, which in turn increases their motivation to learn. Pupils with difficulties which impede their learning, such as attendance or behaviour problems, are well supported, often by dedicated staff used effectively. Personal records are kept and passed between classes so that teachers have a good background knowledge of each pupil. Parents are kept informed at regular meetings and by perceptive comments on personal development in annual reports.

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

37. On the evidence of the positive views expressed at the parents' meeting and in the returned questionnaires, parents are very pleased in general with all that the school provides for their children. There were no areas of significant concern. All parents said that their child liked school and that they were expected to work hard. The school is well led and managed and teaching is good. The detailed results of the questionnaire are given in Part C. The inspection team generally agrees with the parents' views.
38. The school has good links with parents and these have a satisfactory impact on pupils' learning, particularly for younger pupils. The school's efforts to involve more parents are bearing fruit and are having a positive impact as a more supportive culture spreads. When their children start school, parents are given useful information to enable them to complement the work being done in school. The school tells all parents what work is currently being done in class and keeps them up to date with methods for teaching literacy and numeracy. Most pupil reports give parents good information on what their children have achieved and the progress they have made in the year. In mathematics and English, these include how well they are doing



against National Curriculum expectations. Pupils are set targets which will help them to improve in the following year. Teachers comment perceptively on the pupil's attitudes to work and how they are developing personally and socially. The school has issued a home-school agreement, after consultation with parents on its content, and this has helped the school in its efforts to involve parents more. Parents give good support in hearing their child read at home and with homework. A few parents give very valued support with lessons and this number is growing. The active Friends of the School organises social events, which help cement the school as a community, and also raises funds for resources and for subsidising educational visits.

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

39. The overall leadership and management of the school are good. This is a significant improvement from the last inspection when they were unsatisfactory and judged to be a serious weakness. The school lacked a clear sense of direction; planning, monitoring and evaluation were unsatisfactory; there was no development plan; curriculum development was poorly managed and the building was in a poor state and hazardous to pupils. All these have been successfully addressed.
40. The headteacher gives very good educational direction to the school. There is a positive focus on raising standards and pupils' achievement. The four teaching staff work well as a team and each takes responsibility for a core subject or information and communication technology, these being the main priorities of the school. Co-ordinators are very effective in the development of these subjects. The headteacher and staff monitor the work across the school in these subjects through scrutiny of teachers' planning, pupils work and classroom observations. Good feedback is given which helps improve teaching and learning. The work of co-ordinators has effectively contributed to pupils' achievements in these subjects. Between them, the teachers also have responsibility for the other subjects of the curriculum on which there has been less emphasis.
41. The governors make a good contribution to the work of the school. The governing body effectively fulfils its rôles and responsibilities and ensures the school complies with statutory requirements. There are effective systems to meet the needs of pupils with special educational needs and the governing body was appropriately involved with the exclusion of a pupil. They are well informed through discussions at their meetings and all have visited the school when the pupils are present, some regularly. They contribute to writing policies and the school's self review and have a good strategic overview of the school. Through observations of teaching, they monitor classroom practice and, together with analyses of test data, make informed evaluation of the quality of education provided. For example, the special educational needs governor has recently evaluated the work of classroom assistants and their support for pupils.
42. The school has clear aims which are reflected in the work of the school. Some aims are well met, for example, the aim to provide an environment where children are thoughtful and respect others' feelings and where children enjoy learning. The aim to develop children's independence is also realised around the school but less evident in classrooms, particularly for the older pupils. The school is committed to ensuring equal opportunities for all pupils and does this well.
43. The school development plan has improved significantly since the last inspection when it was unsatisfactory. Produced by staff and governors, the three year overview

gives a good steer to the work of the school. The one year plan is detailed, contains clear priorities and is effectively linked to the budget. Subject plans are clearly focused on improving standards and appropriate in-service training is identified. Governors regularly monitor progress through reports by the headteacher and in their visits to the school. The school has put in place good systems to ensure it will continue to improve.

44. Financial planning is good. The headteacher and governing body have a clear view of what the priorities are, through school improvement planning, and how they should be met. For example, with the high proportion of pupils with special educational needs, money has been sensibly used to employ more classroom assistants to support groups of pupils than is usual in a school of this size. Their effectiveness has been assessed through their own self appraisal and the monitoring by the special educational needs governor. Good financial statements are produced regularly by the administrative assistant and considered by the finance committee of the governing body. Principles of best value are used to ensure value for money in spending decisions.
45. There are sufficient suitably qualified teaching staff to meet the needs of the pupils and teach the National Curriculum and religious education. There are five classroom assistants, one of which is assigned to a specified pupil, who are deployed effectively to support pupils' learning. Performance management is being implemented appropriately. There is a sufficient range of quality resources to support learning in the subjects of the curriculum and there is access to additional topic books and artefacts through the County Library and museum services and through a loan scheme through the high school. Overall, the accommodation is inadequate. There is sufficient space for the number of pupils but it is housed in four separate buildings and an outside toilet block. Indoor gymnastics is difficult on site but the school has arranged with a nearby school to use its hall. Internal redecoration and refurbishment, plus good display, have made the school a pleasant learning environment.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. In order to improve standards and the quality of education provided, the governors, headteacher and staff should:

1. Improve standards in information and communication technology in both key stages by:
  - a) ensuring the National Grid for Learning computers are installed as soon as possible;
  - b) obtaining additional equipment, for example, control devices and physical sensors;
  - c) building in further opportunities in subject planning for pupils to use computers;
  - d) further raising the expertise of staff through the planned New Opportunities Fund training.

(Paragraphs 6, 102, 104, 106)

2. provide more opportunities for pupils, particularly in Key Stage 2, to think for themselves and use their own ideas in their work by:
  - a) giving greater emphasis to pupils' own ideas in their extended writing;
  - b) encouraging pupils to plan and select their own lines of scientific enquiry;
  - c) giving pupils more opportunities to select the mathematics they will need for a given problem and try out their own ideas.

(Paragraphs 5, 15, 63, 73, 82)

Other minor weaknesses:

Improve the co-ordination of the foundation subjects by:

- a) building on the existing planning and QCA schemes to provide clearer guidance for teachers;
- b) develop assessment to help inform planning and better track pupils' progress;
- c) extend the current monitoring to the foundation subjects.

(Paragraphs 35, 40)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	73	23	0	0	0

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)		76
Number of full-time pupils eligible for free school meals		18

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		31

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	5.1
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	3	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	8	8	9
Percentage of pupils at NC level 2 or above	School	73 (65)	73 (59)	82 (82)
	National	84 (82)	76 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	9	9
Percentage of pupils at NC level 2 or above	School	82 (65)	82 (82)	82 (76)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	3	5	8

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	-	-	-
Percentage of pupils at NC level 4 or above	School	- (67)	- (67)	- (83)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	3
	Girls	3	2	3
	Total	5	4	6
Percentage of pupils at NC level 4 or above	School	- (67)	- (58)	- (83)
	National	70 (68)	72 (69)	79 (75)

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

Where there are 10 or fewer boys, girls or pupils in a year group, the data has been omitted to ensure the confidentiality of individual pupil's attainment.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	67
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	1	
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)	4
Number of pupils per qualified teacher	19.3
Average class size	25.7

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

Total number of education support staff	4
Total aggregate hours worked per week	102

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999
	£
Total income	199820
Total expenditure	195419
Expenditure per pupil	2355
Balance brought forward from previous year	500
Balance carried forward to next year	4901

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	76
Number of questionnaires returned	26

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	42	0	0	0
My child is making good progress in school.	42	58	0	0	0
Behaviour in the school is good.	31	69	0	0	0
My child gets the right amount of work to do at home.	54	38	8	0	0
The teaching is good.	65	35	0	0	0
I am kept well informed about how my child is getting on.	46	42	8	4	0
I would feel comfortable about approaching the school with questions or a problem.	85	12	4	0	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	46	46	8	0	0
The school is well led and managed.	73	27	0	0	0
The school is helping my child become mature and responsible.	38	58	0	0	4
The school provides an interesting range of activities outside lessons.	27	65	4	0	4

### Other issues raised by parents

There were no issues raised by parents.

## **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**

47. Pupils enter Class 1 in the autumn or spring term after they are four years old. Class 1 currently comprises seven reception children and eight Year 1 pupils. The majority of the reception children have attended the playgroup in the village and others have attended nearby playgroups or nurseries. Baseline assessments and the school's own assessments indicate that on entry, the children's average attainment is below that expected nationally in language and numeracy. The children are well taught and make good progress in all areas of learning. By the time they move into Year 1, most are expected to achieve the early learning goals.
48. This is a significant improvement since the last inspection when there was unsatisfactory provision for children under five and their progress was unsatisfactory in all areas of learning.

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

49. The provision for children's personal, social and emotional development is good and they make good progress. Circle time reinforces skills of listening and taking turns and develops an awareness of the views of others. The children's capacity for concentration and application to their work is well developed, evident in the "post office" where they work together, share jobs and stay on task even when not directly supervised. The children are given choices of, for example, which games to play and they share responsibility for putting things away. They behave well, can explain the class rules and have a good sense of right and wrong. The teacher and classroom assistant work effectively as a team and there are good relationships with the children. They, in turn, respond by being friendly and work co-operatively. This was evident in the parachute activity where all had to work in unison to keep an object on top and then move it around. The children celebrate religious events such as acting the Nativity following the story told by the teacher. The African day of music and art enabled the children to experience work from a different culture. Parents are encouraged to help their child gain independence, for instance, in getting themselves changed and this is having a positive effect, evident at the start of physical activities.

#### **Language and literacy**

50. The children make good progress in language and literacy. They listen attentively to stories and each other. They speak confidently, for example, when describing Christmas presents to the rest of the group and join in with rhymes, songs and discussions. The teacher and classroom assistant give good opportunities for children to speak and listen in a range of contexts. Rôle play is encouraged with the play house being a post office or doctor's surgery where children act out a range of scenarios. There is a good selection of books available and children have positive attitudes to reading. They have a reading book that is read with them at school and home, with clear guidance for parents and a reading record for comments. During literacy lessons, the children join in with class books and are developing an understanding of how books are structured. Tasks specific to them extend the work appropriately. The children are learning letter sounds and identifying words and objects that start with the letter. Some of this work is part of "homework" for the children to share at home with their parents. Some write recognisable letter shapes, others with help. Reading and writing are an integral part of classroom activities that



the teacher and classroom assistant model well. Adults regularly scribe for the children so they can see their words on paper.

### **Mathematical development**

51. In mathematics, the children make good progress. They are introduced to mathematical language, such as bigger and smaller, longer and shorter and encouraged to use it appropriately. They count in rhymes and songs and with objects. Practically they add or subtract one to numbers to 5 and, using coins in context, work out change for 10p with help. They record the outcomes of some of their problem solving activities by drawing or writing the numbers. Through carefully planned activities, the children develop their sense of space through sorting and sequencing shapes and colours. They use 3-D shapes to build castles and other structures and, with help, return the blocks correctly in the box, following the diagram.

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

52. The children make good progress in their knowledge and understanding of the world. Through well planned activities, they gain an understanding of physical processes, for example, sources of light. A good range of resources for them to try out their predictions and the teacher's skilful questioning enhances children's learning. When working on things good to eat, they make and taste a range of soups, pick their favourite and explain their choice. They use a computer mouse to produce pictures and, with help, most find their way around the keyboard to type in their name. When looking at past and present, the children differentiate between old and new toys and the materials from which they are made. As part of this work they made a wooden peg toy with reasonable skills of cutting, gluing and sticking. They have access to a good range of construction kits which they use proficiently and some with imagination.

### **Physical development**

53. The children make good progress in their physical development. Most change reasonably quickly for physical activity and move with safety and confidence. They find space, understand how to warm up and move with increasing control. There is a suitable outdoor area with large, wheeled toys and a bright climbing frame for use when the weather is fine. The children handle tools, materials and other equipment competently. They have many opportunities to use pencils and crayons, consequently, the majority are proficient in using them for drawing and writing.

### **Creative development**

54. The children make good progress in their creative development. In their art work, they use pencil and crayon for observational work, drawing self portraits and favourite toys. They use paint, trying out different consistencies and techniques to compare results. They are encouraged to experiment with mark making to achieve different effects. To make 3-D models, they work with play-dough. The children join in with well known songs and rhymes when they can, practising to improve. They make music with a variety of instruments, having chosen from a range. In their science work, they explore the senses through feely bags and taste and smell.

### **Other factors**

55. Teaching and learning for the Foundation Stage is good. Introductions are clear and children know what they have to do. Skilful questioning helps the children recall prior knowledge and develop their understanding. Good use is made of appropriate vocabulary and children are encouraged to use the correct terms. The teacher has high expectations of the children, both in terms of their work and their behaviour. They respond well. Planning is thorough and the differing needs of the children under five and the Year 1 pupils are developed as separate strands within a common theme. Assessment is very good with much of the children's work carefully annotated and detailed records kept. There is a good range of resources, readily accessible for the children and staff.

## ENGLISH

56. The last inspection judged standards in English to be below average by the end of Key Stage 1 and average by the end of Key Stage 2. With the current attainment of Year 2 and Year 6 pupils in the school, the team's judgement is standards will be in line with national averages by the time they take the National Curriculum tests.
57. Over the last few years, the results of the tests for seven year olds in reading and writing have been below average, reflecting the number of pupils with special educational needs. Over the same period of time, the results of tests for 11 year olds in English have fluctuated from above average to well below average and the evidence seen shows a correlation between results and the proportion of pupils with special educational needs. The Key Stage 2 1997-1999 and 1998-2000 three year averages for English are higher than that for all schools nationally.
58. The school has effectively implemented the National Literacy Strategy, which is helping to develop reading, comprehension and grammar skills. There is evidence that pupils have a much clearer understanding of basic skills in literacy. Small group teaching and the support provided by the classroom assistants is providing effective support for all pupils and is beginning to raise standards. Literacy lessons are well structured and are improving pupils' enthusiasm to learn.
59. Speaking and listening skills are satisfactory at the end of both key stages with some examples of both good and very good attainment. By the end of Key Stage 1 pupils listen well and are keen to share their knowledge and understanding. In a religious education lesson pupils listened attentively to their peers in a role play exercise about 'The Nativity'. This session was well managed by the teacher, who created an atmosphere where pupils who were less confident speakers felt able to make a contribution, and higher attaining pupils spoke at length. By the end of Key Stage 2, pupils are required to express themselves with an ever-widening vocabulary, and have to listen very carefully in order to be able to take part in whole-class discussions. During the inspection pupils participated enthusiastically and listened attentively in a class debate about development issues in Jamaica.
60. Pupils in Key Stage 1 make good progress in reading. All pupils have regular and frequent individual reading experience with adults in the school, and through the home-school reading arrangements. They develop a good sight vocabulary and read simple texts accurately, applying phonic skills to work out unknown words. They use illustrations to explore and predict what is happening in the text and use their knowledge of word order to work out unknown words. Pupils know the differences between fiction and non-fiction texts and develop an enthusiasm and enjoyment of stories. Pupils in Year 2 use dictionaries to locate words using the initial letter. They understand alphabetical order and are beginning to be able to find words in an index.

61. The majority of pupils in Key Stage 2 read with fluency and expression. Pupils with special educational needs are using their knowledge of letter blends and clusters to decode words and make good progress. Pupils are developing good reading comprehension skills. They use inference and deduction to determine the author's meaning and can refer back to the text to justify their views. Pupils locate information in non-fiction texts, know book parts and are familiar with the Dewey system. They use reference books including dictionaries and thesaurus.
62. In writing, younger pupils make good progress in developing a fluent handwriting style, with most Year 2 pupils joining letters accurately. They develop satisfactory spelling skills and show awareness of simple punctuation in sentences. By the end of Year 2, pupils write several sentences and sequence events to tell a story. Spellings and punctuation are usually accurate and speech marks are beginning to be used, but not always correctly. However, lower attaining pupils still need significant adult support to write a short sentence. There are appropriate opportunities during the literacy hour for pupils to practise phonic rules to improve spellings and some pupils are confident in using these skills independently in their written work. Pupils are encouraged to use different forms of writing including letter writing and diaries of events at home and school. Good use is made of writing across the curriculum such as pretending to be Roman soldiers in a history lesson, writing letters home to describe their life in Britain.
63. Standards of writing in Key Stage 2 are satisfactory. By the end of the key stage a good proportion of pupils have the appropriate skills in relation to grammatical structure and punctuation and are able to express themselves with accuracy. Pupils write letters, showing good understanding of the use of formal and informal language, such as when writing letters of complaint. In both key stages, the strong emphasis on the teaching of basic skills has a positive effect on pupils' achievement. However, there are too few opportunities for pupils to include their own ideas in their extended writing, limiting their use of interesting vocabulary.
64. Standards of handwriting are good. Pupils regularly practise forming their letters correctly. This leads to good overall presentation of work.
65. Pupils show a good response to their work throughout the school particularly in Key Stage 1 and the early stages of Key Stage 2. They show high levels of interest, settle quickly to their work, sustain concentration and display positive attitudes to their work. Pupils show enthusiasm for their work and respond well to the varied tasks they are given in the literacy hour. When working in groups they remain on task and make good gains in their skills, understanding and knowledge. Those who have difficulty in sustaining concentration as a result of their special educational needs are supported well and encouraged to take a full part in lessons. Behaviour is never less than satisfactory and often good. Pupils help one another and generally co-operate when undertaking shared tasks.
66. The quality of both teaching and learning is good. Teachers have good subject expertise, and manage pupils well so they work productively in lessons. Introductions to literacy lessons are usually lively and hold the pupils' attention, for example, the Key Stage 1 class playing a version of the 'I Spy' game to reinforce initial sounds. Pupils approach their tasks with confidence and interest, and maintain their concentration well. Reference to prior work in a new context helps consolidate learning. Pupils are aware of what they have to learn and are eager to demonstrate their new knowledge. Teachers question skilfully, using well-paced questions to stimulate pupils' interest but allowing time for them to think and reflect. Pupils generally answer enthusiastically and, for example, begin to use new words the teacher had just explained. Work is planned carefully to take account of the recommendations of the National Literacy Framework, and adapted appropriately to meet the needs of less

able pupils and pupils with special needs. Teachers have high expectations of pupils' standards of work and most achieve well for their abilities. Classroom assistants are deployed effectively by teachers to maximise learning.

67. Teachers monitor their pupils' progress very carefully and use this information to plan future work. Targets are set for further improvement and are closely monitored. Regular assessments are made of the progress of pupils with special educational needs, in relation to their individual education plans. Teachers regularly set homework as an extension to work done in lessons and this has a positive impact on pupils' learning.
68. The school has an up-to-date and appropriate policy and scheme of work. The leadership and management of the subject are good. The headteacher has extensive records that are effectively used to help in the monitoring of learning. Records of individual pupil work are annotated and used effectively to monitor progress and set targets for achievement.

## **MATHEMATICS**

69. The last inspection judged standards to be below average by the end of Key Stage 1 and above average by the end of Key Stage 2. With the current attainment of Year 2 and Year 6 pupils in the school, the team's judgement is standards will be in line with national averages by the time they take the National Curriculum tests.
70. Over the last few years, Key Stage 1 results have varied between average and well below average, reflecting the number of pupils with special educational needs. Over the same period of time, Key Stage 2 results have fluctuated from well above average to well below average and the evidence seen shows a correlation between results and the proportion of pupils with special educational needs. Trends over time also vary. The Key Stage 2 1997-1999 three year average for mathematics was higher than that for all schools nationally but the 1998-2000 average is below the national average.
71. In Year 2, most pupils know addition facts to 10 and find sequences for example by adding or subtracting 10, often mentally. They recognise odd and even numbers and use appropriate vocabulary when describing their work. They understand simple fractions. Using their knowledge, they solve problems involving money. Most know simple shapes and some of their properties, including symmetries. They measure and weigh accurately. All sort by criteria and record in suitable diagrams. Higher attaining pupils are confident with larger numbers, find more interesting sequences, for example, by doubling, and use a wider range of strategies to add and subtract numbers.
72. By Year 4 most pupils know appropriate tables and number facts. Many use their knowledge of, for example, using 10 or  $20 + 75$  to find 9, 11, 19 or  $21 + 75$ . Their mental ability has developed and they use their own methods more confidently. They use their knowledge of measures to estimate size and calculate areas. They tally data and produce associated graphs.
73. By Year 6, most pupils handle numbers with confidence. Many know most tables to 10, with lower attaining pupils able to find the answers, some with help. They use these in a range of calculations, both on paper and mentally. Pupils understand fractions, decimals and percentages and many convert from one to the other. There is still a minority, however, who experience difficulty when finding fractions of whole

numbers. Higher attaining pupils round answers to a given accuracy. Pupils' knowledge of shapes has extended to drawing and measuring angle and lengths accurately. They plot co-ordinates and draw graphs to, for example, convert metric to Imperial measure and higher attaining pupils work with negative numbers. They understand probability and calculate measures of average. When collecting data, they draw appropriate charts. Where they are less confident is in selecting the mathematics they will need for a given problem, searching for a solution and trying out their own ideas.

74. Numeracy is used appropriately in other subjects of the curriculum. In science pupils use number confidently and charts and suitable graphs are evident in history and science. Accurate measuring is reinforced, for example, in design and technology.
75. All mathematics teaching in the school is at least satisfactory. All in Key Stage 1 and most in Key Stage 2 is good. Pupils of all abilities, including those with special educational needs, are making good progress. Good use of focused questioning and clear feedback help pupils understand the work. Most pupils are enthusiastic and listen attentively. Lessons are well planned, linked to the National Numeracy Strategy, and learning objectives are explained to pupils so they know what to do. Most lessons have a good pace but occasionally tasks are rather repetitive and the attention of a minority of pupils drifts. Generally, though, tasks are matched to their abilities and pupils usually respond well to the challenge to work hard. Although pupils co-operate well, for instance, sharing resources, there are few opportunities for them to collaborate on a joint task. Classroom assistants are part of the planning and work effectively with pupils to support them. When the behaviour of a small minority starts to slip, teachers intervene well and bring them back on task.
76. The organisation of pupils into four teaching groups for mathematics is effective in narrowing the range of abilities in each group and successful in using the strengths of the teachers. Planning ensures good continuity for the pupils and supports the work of the teachers. Good use is made of the analysis of standard tests and the school's own assessment informs planning and the work set for the pupils. Mathematics is well led. The co-ordinator and the headteacher monitor the work in mathematics through looking at planning, scrutiny of pupils' work and classroom observations. The outcomes are fed back to teachers and used in setting priorities in the school's development plan.

## **SCIENCE**

77. The last inspection judged standards to be below average by the end of Key Stage 1 and above average by the end of Key Stage 2. With the current attainment of Year 2 and Year 6 pupils in the school, the team's judgement is that standards will be in line with national averages by the end of the academic year.
78. At Key Stage 2 from 1996 to 1999, standards were well above average compared to all schools and in comparison with similar schools. In 2000, standards in science were in line against all schools and above similar schools. At Key Stage 1, teacher assessment in 1999 and 2000 indicated fewer pupils achieved Level 2 than in schools nationally but more achieved Level 3. Last year's Year 6 and the current Year 3 contain a significant number of pupils with special educational needs.
79. One lesson was seen in each key stage. Judgements on standards are based on these lessons, discussions with pupils and scrutiny of their work.

80. In Key Stage 1 pupils know the parts of plants, understand their needs for growth and the rôle of, for example, the roots. They describe the senses and simple experiments they have undertaken. Their understanding of habitats is good, having pond-dipped and observed in the school's wild life area. The pupils use simple equipment to study electricity and magnetism and collect data to make comparisons and record their findings in a mixture of pictorial and written forms. Higher attaining pupils understand how to design a simple fair test.
81. By Year 4, pupils plan fair tests using suitable guidance material and predict what they think will happen in their work on gravity and forces. They have a sound knowledge of the solar system and a reasonable understanding of tides and seasons.
82. By Year 6, pupils' knowledge and understanding of the solar system is well developed. They have a deeper understanding of the processes of life in plants and animals, physical processes such as electricity and magnetism and properties of materials. Their observational skills are good and are experienced at answering questions. They know the features of a fair test but are less secure in designing their own tests, selecting suitable equipment and hypothesising or predicting outcomes.
83. Teaching and learning are good in Key Stage 1 and satisfactory in Key Stage 2. Pupils of all abilities, including those with special educational needs are making good progress in their scientific knowledge and understanding, building on prior learning. Older pupils need more opportunities to develop their scientific enquiry skills. Lessons are characterised by good planning, clear introductions and tasks matched to the abilities of the pupils. Pupils' behaviour is managed well with the few challenging pupils dealt with effectively.
84. The planning is of high quality and is informed by assessment linked to key objectives set for each pupil which are reviewed termly. Science is led well. Regular monitoring of teachers' planning, pupils' work and lesson observations is fed back in staff meetings and discussed. This has a positive impact on teaching and learning.

## **ART AND DESIGN**

85. The previous inspection report identified standards in art as in line with national expectations at the end of both key stages. During the week of the inspection there were no opportunities to observe the teaching of art and design, so judgements rely on scrutiny of planning, examination of portfolios, pupils' sketchbooks, the work on display and on discussions with teachers and pupils. From the evidence provided it is clear that there has been considerable improvement throughout the school in this subject. Standards are now good in both key stages and all pupils, including those with special educational needs make good progress.
86. The work on display reflects attention to a range of media and ways of working, including collage and modelling as well as drawing, painting and printing. Pupils in Key Stage 1 mix colours successfully to produce the colour they want to use. They observe carefully and produce detailed sketches from their observation, such as when they attempt to sketch different items of fruit. They show skill when printing, using a variety of tools to achieve the desired effect. Pupils study the works of famous artists and attempt to paint in the style of these artists, for example, when attempting to duplicate the style of Seurat and his use of pointillism.
87. Pupils in Key Stage 2 use their skills effectively to illustrate their work in other subjects. For example, using printing techniques to design and make Roman mosaics. Their pen and pencil drawings reflect good observational skills, such as when they sketch the outside of the school building. Pupils use clay successfully, for

example, during the inspection a group of pupils made an alien landscape. Pupils in both key stages make good use of sketchbooks to record ideas and observations.

88. Art contributes significantly to the school's provision for pupils' social and cultural development such as when pupils help design and paint murals for their newly refurbished toilets. Art also makes a contribution to the study of other cultures, for example, pupils made and painted African masks after their recent 'African Day'.
89. There is insufficient evidence to make judgements about the quality of teaching or pupils' responses. However, the standard of work on display suggests positive attitudes and good application by the pupils. The planning for the subject, particularly in Key Stage 1, indicates satisfactory coverage of the National Curriculum.
90. The art co-ordinator leads the subject well and has successfully raised standards since the last inspection. Portfolios are being used to highlight the progressive nature of skills development by pupils of different ages. There is also a clear view of how the subject should develop in the future, such as the need to improve the provision for 3D work. Resources and accommodation for art are satisfactory overall.

## **DESIGN AND TECHNOLOGY**

91. No design and technology lessons were observed during the inspection. Evidence from teachers' planning, scrutiny of pupils' work and discussions with pupils indicate standards are broadly in line with national expectations, as was the case at the last inspection.
92. In Key Stage 1, pupils' work on food is linked to nutrition in science where pupils design a balanced meal, a fruit kebab or a sandwich. According to the evaluations some combinations, for example, peanut butter and ham, are delicious!
93. Pupils, by the end of Key Stage 2, construct moving models based on cams. They collect ideas from commercial models and adapt to their own needs. Their work with wood is reasonably accurate and thought has been given to the finished article.
94. Planning builds on the Qualification and Curriculum Authority's (QCA's) schemes of work. There is a suitable range of tools and a good variety of materials for pupils to use. There are good facilities for food technology in the adapted kitchen of the former school house.

## **GEOGRAPHY AND HISTORY**

95. No lessons were observed in geography and only two lessons were observed in history. However, scrutiny of planning and work and discussions with teachers and pupils indicate that the standards achieved in history and geography are at the same level as they were at the time of the last inspection. All pupils, including those with special educational needs, are reaching appropriate standards for their age and are making satisfactory progress across the school. All pupils experience history and geography through a planned series of topics, which are structured effectively around the QCA's schemes of work.
96. Younger pupils have a developing sense of chronology and compare aspects of life in the past with conditions in the present day, such as when they compare the toys that they are familiar with those used by their parents or grandparents. They are aware that there are different ways of finding out about the past, from written or spoken records, photographs and other pictures as well as artefacts. Good use is made of a

visit to a local museum to have 'hands on' experience of looking at and using old toys. At Key Stage 1 geography is timetabled for the spring and summer terms so there is no evidence of prior learning.

97. In Key Stage 2 pupils learn about places, for example, they have some sense of differences between localities. In one class pupils from Years 5 and 6 displayed a mature understanding of the different effects that development can have on a locality when taking part in a debate about urban development on the island of Jamaica. The geographical language used was good and they understood issues of infrastructure, for example transport, housing and services. There are good links between geography and literacy, for example, pupils learn about life in Bradford when they exchange letters with pupils at a school in the city.
98. From the ages of 7 to 11 pupils continue to develop their chronological knowledge and historical skills and learn about the Egyptians, Greeks, settlements, Victorians, Vikings and the Romans. When learning about the Romans they combine literacy with history when they pretend to be Roman soldiers writing home to describe their life in Britain, although, the younger pupils find empathy a difficult skill to master. Pupils also use CD ROMs to access information about the Romans.
99. No teaching in geography and only two lessons in history were observed during the inspection, one in each key stage. It is, therefore, difficult to make a secure judgement about teaching in either key stage. However, the provision for teaching the subjects is satisfactory. The four-year topic cycle ensures that a balance is achieved across each year of the cycle.
100. Pupils' attitudes in both lessons observed were good. They answered questions thoughtfully and worked co-operatively on the activities.
101. Because of the emphasis on the development of literacy and numeracy across the school, the roles of the co-ordinators to monitor planning, teaching and learning in geography and history have not yet been fully developed. Planning currently relies too heavily on the material provided by QCA, there is very little of the school's own input present. Resources for the teaching of history and geography are adequate and teachers make good use of display areas to enhance the subjects' profiles.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

102. The last inspection judged attainment in information technology to be below average in both key stages and pupils made unsatisfactory progress. The school has only recently begun to address this and standards are still below average in both key stages. Working from a low base, pupils are now making good progress.
103. In Year 2, pupils produce their own text and some amend it using the mouse to move round the text but they are not familiar with cut and paste. All pupils use a paint programme to produce pictures. All save and retrieve their work to finish it later. They then print what they have produced. They have not used databases to organise data or simulations to explore imaginary situations, except the pupils with games consoles at home.
104. By the end of Key Stage 2, pupils select information from CD ROMs, using search facilities. They combine pictures and text using clipart but many are not using a variety of sources. They interrogate data bases and use Logo to produce repeating patterns. This is not extended into controlling events or sense physical data. Many pupils have a computer at home and use e-mail and access the Internet but the school is not wired for pupil access yet. The recent school newsletter, produced by



most of the Year 6 pupils contained a mix of text and handwriting, Wordsearches based on a grid and had an understanding of the intended audience.

105. The weekly lessons on key skills are reinforced by use of computers in other subjects of the curriculum. Word processing in English, history and science and limited spreadsheet work in mathematics contribute to pupils' confidence. In the one information and communication technology lesson seen during the inspection, teaching and learning were good. Clear explanation and demonstration ensured that by the end of the lesson pupils had mastered producing a stamp and used it to create a Christmas design.
106. Planning is based on the QCA's schemes of work, appropriately amended for the range of pupils in each class. There is insufficient planned use of information and communication technology in the other subjects of the curriculum. There are just sufficient computers in the school but with the expected additional five computers from the National Grid for Learning initiative, pupils will have good access in the recently completed computer room. Staff expertise has improved since the last inspection and the New Opportunities Fund training, planned for next term will enhance this. A number of pupils attend the computer club and more have been on residential computer/activity trips. These have a positive impact on pupils' learning.

## **MUSIC**

107. In the three days of the inspection, no music lessons were observed in Key Stage 1 or 2 so it not possible to make judgements about standards. Most pupils sing well in assemblies and listen attentively to music played on these occasions. Older pupils are able to name the main instruments played.
108. Planning is based on the QCA's schemes of work which teachers effectively extend to meet the requirements of mixed-age classes. There is a good range of musical instruments and recorded music. A classroom assistant, who is a good musician, takes groups of pupils to extend their listening skills and also runs the recorder club. To enhance the music in the school visitors, such as the guitarist recently, are invited to work with pupils. Pupils enjoyed the African day when art and music were the main focus. Trips to experience live music are also planned, for example, to hear the West Norfolk Jubilee Youth Orchestra.

## **PHYSICAL EDUCATION**

109. No physical education (PE) lessons were observed during the inspection so it was not possible to make any judgements about standards. The accommodation for indoor PE is inadequate. However, the school makes provision for the subject by using the hall of a nearby primary school. This means that pupils have access to indoor facilities on a fortnightly basis. Use is made of the playground and field when the weather is fine. There is regular swimming and records show that, by the end of Year 6, most pupils swim 25 metres and many swim further. They are also proficient in water safety. Resources for teaching games' skills are good. Extra-curricular activities also contribute to the provision of PE through netball and football. Overall, the provision for PE is satisfactory.

## **RELIGIOUS EDUCATION**

110. At the time of the last inspection, pupils' attainment was in line with the expectations of the Locally Agreed Syllabus. Since then standards have been maintained and

continue to be satisfactory. Pupils, including those with special educational needs, make sound progress.

111. Pupils in Key Stage 1 know some of the major Bible stories and some of the main Christian festivals. They study religious education through topics and teachers ensure that the necessary objectives are met through these. For example when studying babies pupils learn about Moses in the bulrushes and about the wisdom of Solomon. They also look at the ceremonies and beliefs of people from other religions and cultures. In the lessons seen during the inspection each class was studying Advent. Younger pupils in Key Stage 1 know that Advent refers to the period leading up to Christmas and they have a satisfactory recall of the Christmas Story. Older pupils in the key stage know that Advent is one of several Christian festivals that are observed. They can also name many of the other festival including some of the more obscure ones such as All Saints' Day and All Souls' Day.
112. During Key Stage 2 pupils learn about Christianity and other religions. They have a detailed knowledge of the events leading up to Christmas. They know the significance of the four candles placed on the Advent Crown. Some can also explain the symbolism of the Christingle. They also have sound knowledge and understanding of the other major faiths of the world. For example, they learn about Buddhist and Muslim beliefs and the famous people associated with these beliefs.
113. The quality of teaching in both key stages is at least satisfactory and often good. In better lessons, teachers use a variety of methods to reinforce learning. For example, when a group of pupils from Key Stage 1 re-enacted the Nativity story to enhance what they had been taught and through the use of music to extend learning about Advent. Teachers use resources well. The pen-pal letters from a school in Bradford are used well to extend pupils' ideas about the Muslim faith. Very good use is made of support staff in teaching this subject. Visits to the local church and the use of the local minister and governors to help with collective worship add to pupils' understanding.
114. Pupils' attitudes to religious education are at least satisfactory and often good in both key stages. When attitudes are good, pupils respond well to questions, listen attentively and co-operate fully when asked to work together. Attitudes are not as good when pupils are asked to sit for lengthy periods without being actively involved in the lesson.
115. The subject is satisfactorily co-ordinated and appropriately supported by a planned programme of collective worship. Resources are satisfactory and include an acceptable range of artefacts associated with some of the principle religions.