

INSPECTION REPORT

TAVERHAM, GHOST HILL FIRST AND NURSERY COMMUNITY SCHOOL

Norwich

LEA area: Norfolk

Unique reference number: 121006

Headteacher: Miss F D Rowell

Reporting inspector: Monica Conley
2627

Dates of inspection: 6th November 2000 - 9th November 2000

Inspection number: 224726

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	3 – 8 years
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Terry London
Date of previous inspection:	30 th April 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Madeleine Keep 9959	Lay inspector	No subjects	How well does the school work in partnership with parents?
Fiona Musters 24658	Support inspector	English Music Religious Education Under Fives	How well are pupils taught? How good are the curricular and other opportunities offered to pupils?
Dave Elliott 30813	Team inspector	Information and Communication Technology Physical Education Special Educational Needs	How well does the school care for its pupils?
Lawrence Moscrop 17852	Team inspector	Science Geography History Equal Opportunities English as Another Language	The schools' results and pupils' achievements Pupils' attitudes, values and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a County First School and Nursery of average size. There are 52 part-time pupils in the nursery and 233 pupils aged from four to eight in the main school. The nursery class also serves the catchment area of other neighbouring schools. Not all of the pupils who enter the main school have had nursery education, but almost all have enjoyed some pre-school provision locally. Overall, the pupils' attainment on entry is typical of that found nationally. Four pupils have statements of special educational needs and a further 16 are on the school's special needs register, which is a lower proportion than that found nationally. All of the pupils have English as their main language. There are roughly the same number of boys and girls. The school serves a large estate of mainly private housing. Two per cent of pupils are entitled to free school meals, which is below the county and the national average.

HOW GOOD THE SCHOOL IS

Ghost Hill First and Nursery school is a school with a very strong ethos of care, in which children feel secure and happy. Standards of behaviour are high and the pupils' attitudes are positive. Attainment over the past four years has been above average when compared with schools nationally, but over the last two years attainment has been below that of similar schools. Because teaching is mainly good, pupils now attain at the levels expected, but there is insufficient challenge offered for higher-attaining pupils in some classes. Leadership and management are sound. The governors, headteacher and all staff are working together effectively to improve the school. The school gives satisfactory value for money.

What the school does well

- More than half of the teaching is good, very good or excellent.
- Teaching assistants are very well deployed and provide high quality support for pupils' progress.
- Provision for children under five is very good and they make good progress.
- Good relationships and very good behaviour of pupils result in a positive ethos throughout the school.
- Pupils achieve well in reading and spelling.

What could be improved

- Standards of attainment in mathematics are not high enough.
- Because the school has not enough up-to-date computers, the children do not have sufficient opportunity to use them in lessons. As a result, they do not achieve high enough standards in information and communication technology (ICT).
- The governors and senior management of the school have collected a good deal of information about the strengths and weaknesses in teaching and learning, but they have not made sufficiently clear what action needs to be taken as a result.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since the last inspection in 1996. All the key issues for action identified at that time have been dealt with effectively. The school has maintained its standards in comparison with schools nationally, but has not kept pace with the increased expectations of the new ICT curriculum. The good standards of pupils' behaviour have been maintained effectively. In comparison with similar schools its performance in national tests has been below average for the last two years, but standards of work seen during the inspection are satisfactory.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	A	C	C	D	well above average A above average B average C below average D well below average E
Writing	A*	B	B	C	
Mathematics	A	D	D	E	

In the national tests and assessments for seven-year-olds in 2000, attainment was at the national average in English and science, and below the national average in mathematics. When compared with schools with pupils from similar backgrounds, attainment in science was average. Attainment was below average in English and well below in mathematics.

Trends in attainment over the past few years have shown fluctuations. Between 1996 and 1998, there was a general improvement in attainment in English, mathematics and science, but then in 1999 there was a fall in the number of pupils achieving the national target level. Also in 1999, information became available for the first time which enabled schools to compare the attainment of pupils in other similar schools. This comparison showed that the pupils at this school were doing less well in English and mathematics than should be expected. In 2000, the same comparisons indicate that some improvements have been made, but that more improvement is needed, particularly in mathematics. The school has made predictions for results in 2001, based on an analysis of current attainment, and has set realistic targets.

A scrutiny of work done by the pupils who moved on to the middle school at the end of the last academic year indicates that, by the time the pupils leave, they attain average standards in English, mathematics and science.

The pupils make good progress in other subjects of the curriculum and achieve well in music.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes and enjoy coming to school. They take good care of the resources they use, and help to keep the school a pleasant environment to work in.
Behaviour, in and out of classrooms	Very good. The pupils are polite, friendly and helpful. They work and play well together. There have been no exclusions.
Personal development and relationships	Relationships are good. Adults and children get on well together. The pupils have a good sense of right and wrong and take seriously the need for fairness.
Attendance	Good. Attendance is above average. Punctuality is good, enabling lessons to start on time.

The good relationships and behaviour in and around the school enable lessons to proceed without disruption. Pupils are keen to contribute their ideas and work well together, sharing equipment and settling well to their work.

TEACHING AND LEARNING

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

Strengths in the teaching lie in the skilful management of behaviour, thorough planning and preparation, and provision of activities which the pupils enjoy doing. Teaching in the nursery, a reception class and a Year 2 class is very effective in enabling the children to make good progress through good explanations and a brisk pace. Teaching in one Year 3 class is more effective than in the other.

Literacy and numeracy skills are taught effectively, using the teaching frameworks of the national strategies. The school meets the needs of the lower-attaining pupils well, but does not give sufficient emphasis to extending the able pupils. There are some inconsistencies in teaching between classes in the same year group despite shared planning, and not enough is done about this. As a result, some pupils do not have things explained to them as clearly, nor are the teaching methods and organisation of lessons equally well managed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum.	Satisfactory. The school provides the full range of the National Curriculum and religious education (RE), and makes good use of visits and visitors to enrich the children's experience. There is suitable attention to health education. The curriculum for ICT is weakened by the lack of enough up-to-date computers.
Provision for pupils with special educational needs.	Good. Pupils in the main are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development.	Provision for moral and social development is good, and provision for spiritual and cultural development is satisfactory.
How well the school cares for its pupils.	One of the school's main aims is to provide a caring ethos and it achieves this well. Pupils' personal and academic progress is evaluated and recorded well. There are appropriate arrangements for child protection and the headteacher is the designated child protection officer.

The quality of care provided by the school is good, and the pupils enjoy a safe, secure and well-ordered environment. They have equal access to an appropriate curriculum which is enlivened by special events, such as book weeks and a multi-cultural week. There are not enough computers for the pupils to have as much time as they should to enable them to learn how to use them. The school provides good information for parents about what is going on in the school and also provides detailed reports of children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide sound leadership. Management by the headteacher, deputy headteacher and most subject leaders is good. Leadership of English is unsatisfactory.
How well the governors fulfil their responsibilities	Governors are very well informed and supportive of the school. They are not sufficiently involved in the initial development of policies.
The school's evaluation of its performance	The headteacher, deputy headteacher and subject leaders know the school's strengths and weaknesses and are all committed to continuous improvement. They have engaged in a process of self-evaluation which has provided good information about strengths and weaknesses in teaching and learning, but they have not set out clearly enough what needs to be done to effect improvement.
The strategic use of resources	The governors do not take a sufficiently strategic view of how they might provide the resources needed for the developing curricular priorities and, as a consequence, the school is under-equipped for ICT and there are too many outdated reading materials in regular use.

There are enough suitably qualified staff to enable classes to be of a single age group, all of which are supported by part-time teaching assistants. The school building does not have enough classrooms so that two classes are taught in mobile classrooms. The school hall is only just large enough to cope with the growing numbers in the school. Resources for most subjects are satisfactory, but they are not adequate for ICT or reading.

The school is well managed and efficiently organised so that day-to-day routines run smoothly. Some subject leaders offer good support and guidance for their colleagues. The headteacher and governors monitor and evaluate teaching and learning throughout the school, but the senior managers do not give sufficiently clear guidance on what needs to be changed in order to improve things where they identify a weakness.

The governors have begun informally to consider the principles of best value, in that they compare the school's performance with other schools of a similar kind and they consult with parents through the annual meeting. Information about how the school uses funds delegated to it specifically for special educational needs is not included in the governors' annual report to parents, as it should be. The school provides satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like coming to school.• The behaviour is good.• The family atmosphere and good relationships make it a pleasant and secure environment.	<ul style="list-style-type: none">• Some parents feel that not all of the staff are approachable.• Some parents are unhappy with the school's procedures for identifying and supporting pupils with special educational needs.

Inspectors agree with the parents' positive views. They agree that some individual teachers are not sufficiently approachable, although the expectation of the school is that all staff should welcome every opportunity to work in partnership with parents. Inspectors found that the pupils with special educational needs are identified and, with rare exceptions, they are supported well. In one reception class not enough help is given to enable individual pupils with behavioural difficulties to learn how to manage the classroom situation.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the national tests and assessments for seven-year-olds in 2000, attainment matched the national average in English and science, and was below the national average in mathematics. When compared with schools with pupils from similar backgrounds, attainment was average in science, below average in English and well below in mathematics.
2. Trends in attainment over the past few years have shown fluctuations. Between 1996 and 1998, there was a general improvement in attainment in English, mathematics and science, but then in 1999 there was a fall in the number of pupils achieving the national target level. Also in 1999, information became available for the first time which enabled schools to compare the attainment of pupils in other similar schools. This comparison showed that the pupils at this school were doing less well in English and mathematics than should be expected. In 2000, the same comparisons indicate that some improvements have been made, but that there are still improvements needed in mathematics. The senior management team have analysed the current attainment for the Year 2 pupils and have set challenging but achievable targets for 2001.
3. During the inspection, the work seen in lessons and the detailed scrutiny of pupils' work in books and in classroom displays indicate that standards are at least satisfactory. Given the point in the school year when the inspection took place, some of the work seen is at a higher standard than that which would normally be expected.
4. Children in the foundation stage, in the nursery and reception classes, are making good progress and are on their way to reaching and exceeding the early learning goals in all six areas of learning by the end of the reception year.
5. In English, pupils' attainment by the end of Key Stage 1 is slightly above average in reading and writing. Pupils read simple texts competently and have developed effective strategies for tackling unfamiliar words. They are able to spell familiar words correctly and can use a dictionary to find words that they do not know. They develop a legible handwriting style. By the age of eight, attainment is at the expected level. They write in a wide variety of styles, including some longer stories. They learn how to re-draft their work to improve its meaning for the reader.
6. In mathematics, pupils' attainment is barely satisfactory. By the end of Key Stage 1, they have a reasonable understanding of number and they add to 50 accurately, know about doubling and sequence numbers on a 100 square confidently. They have some understanding of place value, although this is less secure. Pupils' attainment in shape, space and measures is more limited. By the age of eight, pupils have further developed their understanding of number and add, subtract and order numbers up to 1000 accurately. Their attainment is at the level that is expected in this aspect of mathematics, but they do not make enough progress in learning about shape, space and measures. In these areas, they do little more than consolidate the work they have done previously.
7. In science, attainment is average by the end of Key Stage 1. They have investigated

the effect of exercise on the human body. They know about their senses and how they can use them. They classify materials, drawing successfully on what they know about man-made and naturally occurring materials. Pupils successfully develop the ability to engage in scientific enquiry and record their findings in pictorial or written form. By the time they are eight, they work at the expected level. They have carried out successfully a range of scientific investigations including work with simple circuits, magnets and living plants. They understand the conditions necessary for the survival of plants and animals.

8. In ICT, pupils do not make satisfactory progress by the end of Key Stage 1. They use ICT to find things out, but the machines they use are not sufficiently up-to-date for them to exchange and share information, or review, modify and develop work as it progresses in the way that is expected. Opportunities are provided for the pupils to share their ideas using text, and they use a simple word-processing program efficiently to do so. They are able to organise and classify information by using a database appropriately, with support from an adult helper. The pupils confidently use computers to support their learning, for example, in mathematics when they practice their knowledge of number by playing with a game which requires them to solve addition and subtraction problems.
9. By the age of eight, they can use the available software, for example, to consolidate their knowledge of multiplication and division, again by playing a game on the computer to complete unfinished multiplication and division problems. In doing so, they use the 'mouse' efficiently to click on and drag the selected answer across the screen. They use keyboard controls confidently to move a cursor around the screen.
10. In RE, the expectations of the locally agreed syllabus are met. Pupils talk confidently when the work is related to their own experiences, such as special meals they have had. They know and understand many aspects of the Christian faith, but do not easily recall their learning about the other major religions of the world.
11. In history, geography, music, physical education (PE), art and design (A&D), and design and technology (D&T), pupils make satisfactory progress throughout the school.
12. Pupils of average abilities make satisfactory progress in their learning overall, although there is some variation in progress between parallel classes as a result of differences in the quality of teaching, particularly for the older pupils. Higher-attaining pupils do not make as much progress as they might because they are not consistently provided with work which challenges and extends their thinking. Throughout the school, pupils with special educational needs are set appropriate targets and make good progress in achieving them.

Pupils' attitudes, values and personal development

13. Pupils have good attitudes to school. They enjoy school and are keen to talk about what they particularly like about it. They try hard in lessons and generally show determination. They respond well to the stimulating and challenging activities provided for them in the best lessons. Even when the work given is not particularly exciting, they settle down to their tasks and almost always complete them.
14. The behaviour of pupils is very good in lessons, in the playground and at lunchtime.

They are courteous and, for example, hold doors open for adults and other pupils. They are very polite and engage easily in conversations about their work and their interests. They enjoy a good sense of humour. They form good relationships with each other and with their teachers and other adults in the school. They help each other in their work and during break times.

15. Pupils work well with one another from the earliest age, learning the skills of collaboration with the encouragement of the teaching staff. They share resources and equipment, taking turns and helping others to find what they need. As they get older, given the opportunity, they work collaboratively in pairs, for example, in science, when they are asked to make decisions about whether different kinds of food are healthy or not.
16. Pupils use resources carefully and responsibly. They perform routine tasks around the school and help in school assemblies by, for example, holding up placards or enacting a part of the story told by the teacher. They have few opportunities to show independence or initiative, and this aspect of their personal development is under-developed.
17. The level of attendance is very good and the school follows up unexplained absences promptly. The pupils arrive punctually and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

18. Overall teaching is good and it is never less than satisfactory. In 13 out of 37 lessons, it was good and in a further seven it was very good. Since the last inspection, the school has maintained the good and very good teaching at more than half of all lessons seen. The teaching of pupils under five is a particular strength, with nine out of 12 lessons being good or very good. For the most part, teachers have a sound knowledge of a range of curriculum subjects. Lessons are well planned and teachers give thought to how they can stimulate and interest pupils in their work. Little time is wasted because the teachers are well organised and are clear in their instructions. Teachers expect pupils to behave well and are skilled at maintaining good behaviour throughout the lessons.
19. In the best teaching, lessons move with a good pace, the teachers pose interesting questions and pupils are given an opportunity to work together, using a variety of interesting resources, and are asked to reflect on their learning. For example, in a Year 2 literacy lesson, the teacher skilfully involved all of the pupils in answering questions and spelling words. The pupils were asked to comment constructively on one another's efforts in writing poems and to suggest how the work could be improved.
20. In some classes, teachers have developed pupils' target cards which help children to know what it is they have to do to improve in their work. These cards are successful in allowing the children to become involved in their learning. This good practice is not consistently spread throughout the school.

21. Teachers use ICT in a variety of lessons to support the learning across a range of subjects. For example, in an English lesson a child successfully constructed a poem using a word-processor. Frequently, the teachers set the pupils work on the computers in pairs, to enable them to learn from one another as, for example, in a Year 3 mathematics lesson in which pupils played a game on the computer which tested their understanding of multiplication and associated division facts. However, despite the best efforts of the staff, the teaching of ICT skills is severely hampered by the small number of computers which themselves do not have the capacity to enable the full programme of study for ICT to be taught. Consequently, pupils are not learning at a fast enough pace.
22. Where the teaching is less effective, the pace is slow. For example, the introductory part of the lesson is allowed to go on too long and the pupils begin to get restless, although, because their behaviour is good, this does not cause any real disruption. In D&T lessons in Year 3, the planning was the same for both classes, but, in one class, there was a brisk but effective reminder of health and safety features, including hygiene, clear explanations and carefully prepared resources which included written instructions for the activities. In the other lesson, the instructions were briefer and not quite enough resources had been provided so that there was a delay before the pupils could get down to their tasks. The teacher did not engage sufficiently in effective dialogue to extend the pupils' thinking, and several valuable opportunities to do so were missed.
23. The National Literacy and Numeracy Strategies have been implemented effectively. Teachers know what they have to teach and they make very careful and detailed plans to ensure that all aspects of English and mathematics are taught. In most classes, teachers use a good range of practical tasks, enabling most children to make good progress. In some classes, the higher-attaining pupils are not questioned or given work that sufficiently challenges and extends thinking. In such lessons, the teachers do not engage in enough direct teaching to prompt the pupils to further thinking, but spend too much time circulating and supervising. In other classes, even with the youngest pupils, the teachers work effectively on a well-staged development of skills with a particular group, and in these lessons the pupils make good progress. For example, in a reception class, a teacher spent 20 minutes with a group of able children working on some counting activities with small toys. The teacher asked challenging questions, such as "Can you choose a number which is more than five but less than ten?" and encouraged responses, for example, "17 is definitely more than six, well done", which kept the children interested and involved. Because the teaching assistant was well briefed and suitably deployed, the rest of the children knew exactly what to do and could get on with it successfully. Consequently, the teacher was able to concentrate on one group and enabled them to make very good progress in consolidating their knowledge of numbers to 20. The teacher's plans made clear that each group would receive this level of attention in turn.
24. Literacy and numeracy lessons are well constructed and teachers remind children of their learning in previous lessons. In Year 2, teachers make clear to the children the purpose of the lesson. The last part of the lesson is well used to return to the main points and to reflect on what has been learned and enjoyed. Pupils' work is regularly and carefully assessed and recorded, but this information is not used by all teachers to plan the next work. Again in Year 2, teachers adjust their plans as a result of their observations of pupils' responses in previous lessons.

25. Pupils with special educational needs are well supported by teaching assistants and they make good progress. Teachers take good account of the individual educational plans and, in English and mathematics, teachers adapt the work to ensure that pupils with special educational needs succeed. Teaching assistants talk sensitively to pupils, providing encouragement and maintaining pupils' motivation while giving clear teaching support.
26. Parents make a significant contribution to the learning where they are involved as voluntary helpers. Teachers incorporate their assistance into their lesson planning and parents are given careful written guidance on what the objectives are of the activity and how they can help.
27. Generally, homework consists of reading at home and from Year 1 the pupils are also given regular mathematics work to enable them to consolidate what they have been learning and practise their skills in numeracy. Pupils regularly take home books from the library and from their class to read. A few pupils read every night, but the majority read several times in a week. In a number of instances, pupils have the book for too long, because their progress is not checked frequently enough, and this causes pupils to lose interest. The practice in some classes of requiring the pupils to write a report on every book they have read also has a negative impact on some pupils' pleasure and motivation. In Year 3, some pupils are struggling to read books which are too long and difficult. In some cases, as in Year 1 and Year 2, pupils have already mastered the basic skills and are ready to have their books changed more frequently and to read from a wider range of stimulating material. Inspection evidence agrees with the majority of parents that there is enough homework to do, but it would be helpful to ensure that there is greater consistency in teachers' approaches to it.
28. The pupils steadily acquire new knowledge and skills across the curriculum as a result of the teachers' careful planning and preparation. They show an interest in their work and sustain concentration well in most lessons because the teachers have chosen activities which they find interesting, such as the topic on healthy eating. As a result of the teachers' high expectations of good behaviour, in the main they work at a good pace and apply themselves to their tasks well. Because relationships are so good, and the pupils are taught the importance of sharing things, they work co-operatively on tasks where they have to share resources, for example, in the role-play areas in the nursery and reception classes. Where the teachers are clear about what the lesson is intended to achieve, and share this with the pupils at the start of the lesson, the pupils understand what they are doing and how well they have done. The use of target cards in Year 2 classes are an example of this which works well in enabling the pupils to know how they can improve.

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

29. The school provides a curriculum which covers all of the subjects of the National Curriculum and RE. There is a broad range of worthwhile opportunities to interest the pupils. Since the last inspection, the school has successfully ensured that there is now enough time given to the teaching of mathematics and science. Effective use of the National Literacy and Numeracy Strategies promotes satisfactory standards in English and mathematics. The impact of these strategies is beginning to be seen in improvements in some of the pupils' current work over that of previous years, examples of which were provided by the school.

30. The school does not make adequate provision for the teaching of ICT. The school is aware of some shortcomings in this subject and has been waiting for specific national grants for ICT that will become available next year. This in itself is unlikely to provide enough resources to enable the pupils to have the frequent opportunities they need in order to use ICT to support their work across the curriculum.
31. Pupils have equal access to the curriculum. Provision for pupils with special educational needs is good. They receive additional help in lessons from skilled teaching assistants.
32. The school effectively promotes pupils' personal development. The provision for sex education, which is taught through National Curriculum science lessons, is satisfactory. Teachers pay good regard to health and safety issues when planning and teaching their lessons, and in Year 3 there are opportunities to learn about healthy eating. This forms the basis of some of the work in science and in D&T in Year 3, and the way this is planned makes a good link between the subjects.
33. The curriculum is supplemented with a good range of educational trips, both close to and some distance from the school. Pupils visit museums and art galleries, local churches, shops and the post office. The pupils sing carols to the patients at the local day care hospital and Colman Hospital. The wild life area in the school grounds is used to enrich the science curriculum, and swimming is available for the older pupils to extend their PE curriculum. Pupils in Year 3 join recorder classes and learn to read musical notation. Extra-curricular activities include football, netball and embroidery, mainly for the older pupils. Inspection findings do not support the view expressed by some parents that the school provides too few opportunities for pupils to take part in activities beyond the school day in respect of the older pupils. It is true that there are too few opportunities for younger pupils outside the school day, but several parents expressed the view that they would not particularly wish to have them, since they consider the school day to be sufficiently long.
34. The school enables the pupils to make good social relationships. They play together amicably and show that they are capable of sharing, cooperating and collaborating in their work. They take delight in making music together in recorder and singing lessons, and sharing ideas, as well as equipment, in science and D&T lessons. Pupils take responsibility for their own belongings and for the care of the equipment in their classrooms. They are keen to perform small helpful tasks, but there are few opportunities for them to take initiative. All staff set very good examples for the pupils in showing courtesy and respect and, as a result, the relationships between adults and children are good.
35. Provision for moral development is good. Pupils have a well-developed sense of right and wrong and, in the very few instances where minor disagreements occur, teachers are quick to respond and to help pupils to understand fairness and consideration for others.
36. The school provides many opportunities for pupils to learn about their own culture through the range of visits and extra-curricular activities. Children in the nursery have learned how the Chinese New Year is celebrated, but generally the richness and diversity of other cultures is under-developed in the school. The school has proposed some plans to hold a multicultural week, which will go some way towards redressing this shortcoming.

37. The school meets requirements for daily collective worship through assemblies, when the pupils gather together to consider a moral issue, to say a prayer and to reflect on how they can help others. Provision for spiritual development is satisfactory. This is evident in the daily prayers said by pupils and through assemblies, but there are very few opportunities, planned or incidental, for pupils to develop a sense of wonder through science, literature, music and art or to reflect on their place in the world. Stories are used well to help the pupils to understand issues of fairness, right and wrong, and how people can get on well with their neighbours.
38. The school makes good links with local providers of pre-school education and partner schools in the local area for music making. There are well established and effective links with the middle school, which most of the pupils move on to when they leave the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The aims of the school focus strongly on promoting a climate of care for all of the pupils and the realisation of these aims has resulted in a school with a happy, secure and positive ethos. The school takes satisfactory care of pupils' health, safety and general wellbeing. This has been maintained since the last inspection. Pupils' medical needs are well known and, where necessary, specialist training is provided for all staff. Opportunities are taken during lessons to reinforce safe working habits and a healthy lifestyle. In a Year 3 D&T lesson, for example, attention is paid to the safe use of tools and the hygiene requirements of food technology. In a Year 1 gymnastics lesson, possible safety hazards were brought to the attention of pupils. Child protection arrangements meet locally agreed requirements. The headteacher, who is the designated child protection officer, has attended relevant training, and teachers are aware of their responsibilities. All staff have attended training on child protection.
40. Procedures for ensuring the safety of pupils are secure. Members of the governing body's premises committee undertake regular health and safety risk assessments and any concerns raised are appropriately dealt with. Fire equipment is regularly tested and fire drills are regularly carried out.
41. Attendance at the school is above the national average and there are good procedures to ensure that this continues. There are excellent systems in place for monitoring and promoting good behaviour within the classroom and in and around school.
42. Since the last inspection the school has improved the quality of the assessment information available. The assessment coordinator provides a clear direction for this aspect of the school's work. She has a thorough understanding of the strengths of the present system and is equally aware of improvements that need to be made. Detailed records of pupils' achievements are maintained in English, mathematics and science, and other aspects of pupils' development are recorded, for example, of their involvement in out-of-school clubs and activities. Whilst these assessment procedures are generally satisfactory, the staff does not make good use of all the assessment information to help them to plan what the pupils should do next. Individual teachers are employing effective target-setting strategies to support pupils' learning further. For example, a Year 2 and a Year 3 teacher has introduced a 'target' booklet, and comments are entered which indicate the pupil's progress against easily understood targets. However, this practice is not widely used across the school and, overall, the use of targets to support pupils' learning is underdeveloped.

43. Once a pupil's specific needs have been identified, the school cares well for pupils with special educational needs. The school successfully integrates these pupils into each aspect of school life. Overall provision and each pupil's progress is well monitored by the coordinator. There are regular opportunities for parents, the class teacher and the coordinator to review pupils' progress. A very small minority of parents is dissatisfied with the provision for their children, and the school does not do enough to allay their anxieties and to assure them of their genuine concern to do their best for all of the pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Following the last inspection, the school has considerably strengthened its partnership with parents and carers, and the written information provided by the school for parents is good. The school brochure, which is given to all new parents, is a very comprehensive and informative guide for parents and, together with the home/school agreement, ensures that parents have access to a wide range of very helpful information about the school and its organisation.
45. At the beginning of every term, each teacher invites all parents to a meeting to explain the curriculum areas to be covered that term and an information sheet is provided for each parent summarising this. Regular newsletters are issued at least once every half-term informing parents of forthcoming events and current school concerns. These newsletters are also displayed on the parents' noticeboards.
46. Written reports of pupils' progress are issued in the summer term and include details of what they need to do to improve their work. These reports are appropriately informative and detailed. Parents are given the opportunity to discuss their child's report with the class teacher and most of them take up this opportunity and value it.
47. Parents support the school and value what it provides for their children. Parents help in the classroom and with after-school football and netball. Their help is appreciated by the school and enhances the children's learning. Parents also provide support by encouraging their children to complete the homework they are given, but some parents do not feel confident about helping their children with mathematics homework because they do not understand the new approaches to recording some mathematics work. The school plans to invite them to a meeting where this will be explained.
48. The majority of parents are satisfied with the range of activities provided for the children outside lessons, but one in four parents who returned an inspection questionnaire were not, and felt that the school could offer more by including the younger pupils in the clubs they organise.
49. The school provides opportunities for parents to talk to teachers after school, and the headteacher and deputy headteacher make themselves available every Monday afternoon. The majority of parents feel confident about approaching the teachers. However, some parents find one or two of the teachers unsympathetic to their needs and do not feel well informed about their children's day-to-day progress. They do not feel that they would be welcome to raise small concerns informally and this leaves them feeling understandably dissatisfied.
50. The successful friends of the school organise social events and raise funds for the school. Their activities are well supported by parents and the money raised provides

a valuable addition to the school's resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher and deputy headteacher form a strong management team which has a well informed view of the relative strengths and weaknesses of teaching and learning. The aims of the school focus strongly on promoting a climate of care for all of the pupils and the realisation of these aims has resulted in a school with a happy, secure and positive ethos, where good relationships exist throughout the school community. The headteacher is committed to maintaining the high standards of attainment and behaviour achieved by the pupils and has taken action to establish the reasons why their results in national tests have fallen below those of similar schools.
52. The headteacher, with the active involvement of the governing body, has implemented a comprehensive system of monitoring and evaluating pupils' progress, particularly in the core subjects of English and mathematics. This programme has quite properly involved subject leaders, some of whom have had the opportunity to examine samples of pupils' work as well as to observe teaching and learning in classrooms during lessons. Consequently, there is now in school a good deal of collected evidence about the strengths and weaknesses of teaching and learning in these subjects. However, this has not been followed up with sufficiently clear guidance to teachers on what they now need to do differently in order to improve their teaching further. For example, the records of evaluation of literacy lessons show that the work set for pupils of different prior attainment was not sufficiently matching their needs precisely, but there was no clear guidance provided about how the teachers should tackle this weakness. Similarly, following analysis of the most recent English and mathematics test results, agreement has been recorded that some changes in curriculum organisation will be needed, but clear guidance for teachers has not been provided. Equally, there is not enough specific promotion of the good practice which exists in several classrooms, for example, by enabling teachers to work alongside one another so that teachers' good ideas and strategies may be shared with their colleagues.
53. In some subjects, notably ICT and science, the subject leaders have provided helpful guidance for colleagues on ways to extend the pupils and to support their learning. In most subjects, the subject leaders have supported the development of medium-term plans, aligned with Qualifications and Curriculum Authority guidance. In English, the leadership and management of the subject is weak and this has not been tackled with sufficient vigour by the headteacher. The weaknesses in the teaching of mathematics have been identified and, since the National Numeracy Strategy has been established, there have been some improvements in teaching this subject, but the subject leader has not done enough to tackle the lack of consistent and challenging teaching of the higher-attaining pupils.
54. The governors contribute effective support for the school. They are very well informed about the daily life of the school and many give freely of their time to give practical help in classrooms. They make regular visits to see aspects of school life

which they have been connected with and report back to meetings of the full governing body. They have not developed their strategic role as effectively, however, and have neglected to plan ahead for ways to resource the future curriculum demands. As a result, the school is not well equipped to provide the pupils with opportunities to develop the expected levels of knowledge and understanding in ICT. Too much reliance has been placed on National Grid for Learning (NGfL) funding which the school will receive next year, but this will not of itself be sufficient to bring the school up to the expected standard of provision. Similarly, the school has not kept pace with providing the pupils with a sufficient range of books. Many of the books the pupils are given to practise their reading skills are outdated and uninteresting.

55. The finance committee of the governing body takes good care to ensure that financial systems are secure and they monitor income and expenditure carefully. The rapid growth of the school has meant that there have been some financial pressures in recent years. Financial planning to meet the longer-term priorities for development have not been given enough attention and much financial decision-making is reactive and short-term rather than proactive and long-term.
56. Priorities for development are identified by the headteacher and teaching staff, and take suitable account of performance data. Agreement about the achievement of previous priorities is too subjective and does not relate sufficiently to precise and measurable criteria. Similarly, the agreement on action is too vaguely worded to provide staff with a good steer for their work for the following year. Governors are mainly involved in these decisions after a draft improvement plan has been drawn up, and their role in this important process is not sufficiently clear.
57. The governors have discussed some of the principles of best value, in that they have compared this school's performance with other schools. Recent comparative financial information has not been available and this has prevented a rigorous comparison. They have begun to challenge themselves as to what improvements are needed to raise attainment, but this challenge has not been sufficiently rigorous to have a discernible impact. The governors consider competitiveness when deciding on the buying of services and value the information provided by the local education authority about different prices charged by different groups. The school consults parents through the annual general meeting held by the governors, and it was as a result of this consultation that the decision to have a school uniform was taken. The school has also recently consulted parents on their views of the school, but it is not clear what action has resulted from this consultation.
58. Taking account of the average spread of ability of pupils on entry, the average costs of maintaining the school, and the fact that the school achieves results which are satisfactory overall, the school gives satisfactory value for money.
59. The school has maintained an appraisal system and is now making suitable arrangements to increase the rigour of the process in order to meet current requirements. The governors carry out an appropriate performance review with the headteacher. Staff who are new to the school are provided with informal, but appropriate, support for their induction. The system for the induction and support of newly-qualified teachers is very secure and meets fully the current requirements.
60. The school secretary is very efficient and well organised and manages day-to-day administration unobtrusively. The accommodation is well managed and provides a bright and stimulating environment for the pupils in which to learn. The support staff are well deployed and make a very effective contribution to the pupils' progress.

Resources for learning, other than for ICT and reading, are sufficient and appropriate.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to raise standards in mathematics, the headteacher should ensure that:
- the mathematics subject leader provides specific guidance on –
 - i what must be covered in the introductory part of lessons to ensure that the pupils are given clear and mathematically sound explanations;
 - ii the kinds of activities which will challenge and extend pupils' mathematical thinking, particularly for the average and the more able pupils;
 - all teachers make best use of the middle part of mathematics lessons by directly teaching one or more groups of pupils in order to increase their mathematical knowledge and skills;
 - teachers do not allow the pace of the whole class teaching to slacken;
 - teachers ask questions of individual pupils which build on and extend their prior learning;
 - teachers consistently take account of their assessment of pupils' work and use this information when planning subsequent lessons.
62. In order to improve provision and raise standards in ICT, the governors, headteacher and staff should:
- consider how they can augment the ICT equipment which will be installed through the NGfL scheme, plan and purchase additional hardware and appropriate software as soon as their budget allows;
 - ensure that teachers plan opportunities to teach pupils directly the ICT skills they need to enable them to cover the programme of study laid down in the National Curriculum;
 - adjust the timetable in every class to ensure that ICT has an appropriate allocation of time;
 - identify within the whole curriculum where opportunities to apply skills arise and select sensibly to ensure -
 - i practice of the whole range of skills;
 - ii all subjects are involved
 - iii all year groups are given the chance to use ICT as their expertise grows.
63. In order to improve the clarity of specific action they should take to secure the improvements they know they need to make, the governors, headteacher and staff should improve the school management plan in order to:
- ensure tasks to be done are described in unambiguous terms;

- make clear who will undertake each task;
- identify precise outcomes which are to be the result of their actions and how success will be measured;
- include specific and measurable indicators of pupils' attainment which will result from the action if it is successful;
- identify overall time-scales, with significant milestones along the way, at which time progress towards success may be checked;
- make clear what the evaluation arrangements are, who will evaluate the overall success of the plan and what objective evidence will be used to judge the outcomes.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3%	16%	35%	46%	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 – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	26	233
Number of full-time pupils eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y3
Number of pupils with statements of special educational needs	2	2
Number of pupils on the school's special educational needs register	5	15

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	10
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	28	30	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	22	24
	Girls	27	28	27
	Total	46	50	51
Percentage of pupils at NC level 2 or above	School	90 (91)	86 (91)	88 (91)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	24	26
	Girls	28	27	29
	Total	51	51	55
Percentage of pupils at NC level 2 or above	School	88 (91)	88 (91)	95 (94)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	231
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y3

Total number of qualified teachers (FTE)	9.0
Number of pupils per qualified teacher	25.6 : 1
Average class size	28.8

Education support staff: YR – Y3

Total number of education support staff	6.0
Total aggregate hours worked per week	110

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	26.0 : 1

Total number of education support staff	2.0
Total aggregate hours worked per week	57.5

Number of pupils per FTE adult	8.7 : 1
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	379263
Total expenditure	379834
Expenditure per pupil	1735
Balance brought forward from previous year	13992
Balance carried forward to next year	13421

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	282
Number of questionnaires returned	117

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	29	6	0	0
My child is making good progress in school.	44	38	6	1	10
Behaviour in the school is good.	39	53	1	0	6
My child gets the right amount of work to do at home.	28	52	4	2	14
The teaching is good.	44	44	2	2	8
I am kept well informed about how my child is getting on.	32	38	21	3	6
I would feel comfortable about approaching the school with questions or a problem.	48	37	5	8	3
The school expects my child to work hard and achieve his or her best.	55	38	1	2	5
The school works closely with parents.	33	46	9	7	5
The school is well led and managed.	42	39	9	2	8
The school is helping my child become mature and responsible.	47	44	3	1	5
The school provides an interesting range of activities outside lessons.	15	36	21	9	20

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

64. Since the last inspection, a nursery has been built in the school grounds. The nursery serves the local area and some children transfer to neighbouring first schools. Children enter the 52-place nursery in September, from three years of age. Five places are reserved for children with special educational needs. Approximately 50 per cent of children from the nursery enter the school's reception classes. The nursery provides a good early education and is having a positive impact on the results of baseline assessment which were seen to have risen when children entered the reception classes in 1999. Most of the children who have attended the nursery enter the reception classes well on the way to meeting the early learning goals identified nationally as appropriate by the end of the reception year.
65. Children start school in the September of the year in which they will be five, with those born after February being admitted part-time until the beginning of January. The nursery and the two reception classes form the new foundation stage.
66. The teachers in the foundation stage coordinate their planning thoroughly using the nationally agreed curriculum guidance for the statutory six areas of learning. The literacy and numeracy strategies are appropriately introduced in the summer term towards the end of the reception year. Teachers plan a broad range of experiences for children, paying good attention to making the learning active and relevant to the children. For example, in the nursery, they are learning about the differences between light and dark by using torches, listening to stories of night-time and listening to music of animals at night. Part-time pupils in the reception class receive a good range of activities during their morning sessions.
67. Nursery nurses and teaching assistants are skilled and have a good knowledge of how to develop young children's understanding. They work well in close teamwork with the teachers. They use their time efficiently in gathering resources and ensuring the smooth running of the classes as well as in effective contact with children.
68. Teachers maintain good records of children's assessments and progress, and teaching assistants play a valuable role in observing pupils closely to evaluate their progress. Teachers use information gathered from baseline assessment to identify future learning for individual pupils and for grouping pupils of similar ability for some direct teaching. Overall, children's attainment on entry is in line with expected levels. The nursery and reception classrooms are well organised and promote structured opportunities for the youngest children to make choices and decisions about the equipment they will use and the activities they will take part in. The limited space of the nursery's outside area is imaginatively used for a variety of activities, such as making darkened bears' caves with large plastic bricks.
69. The overall quality of the teaching for the under fives is good. Features of good teaching include sensitive interaction with the very youngest children by helping them to settle into the nursery routines and encouraging them to try new experiences. Teaching in the nursery is less successful when it is rushed and children are not given enough time to talk about their experiences.

70. In reception, good teaching is exemplified by the quality of questioning which challenges and motivates children to higher achievements. In some lessons, the methods chosen do not enable pupils to show the extent of their abilities, for example, when they are set to colour in a worksheet rather than to demonstrate their mathematical language by discussing what they know about the shapes they are colouring. Partnership with parents is good. The nursery staff make home visits before children take up their places in the nursery. The noticeboard in the nursery informs parents of what the children will be learning and offers some suggestions for simple and engaging ways in which parents can support their child's learning at home. Parents speak highly of all aspects of the nursery. In reception classes, teachers enable pupils to take books home to read with parents. The teachers also offer children activities they can do at home to extend the lessons in school, for example, by finding capital letters in newspaper headlines. The recently-appointed early years' coordinator has a number of good ideas for extending communication with parents.

Personal social and emotional development

71. Most children reach and exceed the expected goals for early learning within the foundation stage by the end of their reception year. Children play alongside one another harmoniously and form good relationships. They take turns and share equipment well and understand the need for the routines of tidying up and establishing rules for work and play. They maintain good levels of concentration in a range of self-chosen activities and in those which are directed by the teacher. As they move from nursery into the reception classes, their concentration span lengthens and they are better able to sustain their activities in groups and to learn from one another. They are beginning to dress and undress independently. In the nursery, children respond to a variety of feelings and are learning to express them in a variety of ways. Provision for children's personal and social development is good.

Communication, language and literacy

72. Children make good progress and meet the goals for language and literacy within the reception year. In the reception classes, a few pupils have already developed good knowledge of the alphabet by recognising letters by name and sound, and are attempting to write simple words using their knowledge. Most children in the reception classes can hold a pencil effectively to form letters and some can form their letters correctly. Some need the support of an adult to do so accurately. Children explore and experiment with rhyming words and join in enthusiastically with finger rhymes and poems which they know well. They respond well to stories and many reception children join in with reading simple rhyming books. In their individual reading, pupils know that it is the print that tells the story and is read from left to right. They also know a few words by sight. Children have good speaking and listening skills. In the nursery, children speak a few words to a large group and generally communicate clearly about their experiences. They make good progress so that, in the reception, these children negotiate with one another for the parts they will take in the role-play area. They make telephone calls to one another in role-play and they speak with growing confidence in whole-class sessions.

73. Provision for language and literacy is good. Teachers provide many rich opportunities for children to learn through role-play situations. Here they practise speaking, reading and writing skills. Some large and small group teaching in reception is very effective in supporting the learning of the higher-attaining children because the teacher asks searching questions about what children know and how they have learned. Teachers do not always take full account that some children already know the names of the alphabet letters and, therefore, mark time during some phonics lessons.

Mathematical development

74. Children are making good progress in their mathematical skills. In the nursery, some children recite numbers names in order and reliably count everyday objects up to ten. They make good attempts at writing some numerals and understand the principles of simple addition in practical situations. Most children appropriately use words such as above and below to describe position, and are learning about the order of numbers up to ten. They join in with counting rhymes. In reception classes, the higher-attaining children know that one more than five is six and can extend the number pattern up to ten. Most children develop accuracy in their counting skills.
75. Overall, the provision for the under-fives in mathematics is good. However, there are some missed opportunities in the nursery to develop mathematical language and understanding in a range of activities chosen by the children. In some lessons, teachers give pupils many opportunities to practise the same skill, such as counting objects and adding one more, in a variety of ways to consolidate their learning effectively. It is less good in small group activities when teachers do not focus their time on direct teaching and the balance of children's time is spent in colouring. However, in some lessons teachers lose valuable opportunities to develop mathematical language, as in a lesson where the teacher provided worksheets to colour in and did not discuss with the children the properties of the shapes they were colouring.

Knowledge and Understanding of the World

76. In the nursery, there are many opportunities for pupils to investigate materials from the natural world. Children build and construct carefully objects from a range of materials and equipment. They use scissors with reasonable control and use glue to cut and stick pictures to achieve a pleasing result. They know some of the patterns of day and night and events in their lives. They are learning how to use switches on torches, how batteries make things work and how to explore patterns created by spilling light into dark. They name some British animals accurately and know that some of them are active at night. They use a computer mouse with good control to pick up pictures and drag them across a screen. They know that cooking ingredients look different when they are mixed together and heated, and they are finding out what happens to water and plastic spiders in down pipes and gutters in the watertray.
77. In the reception classes, children talk about themselves and how they have changed since they were babies, showing a good understanding of changes over time. They sequence photographs of themselves in the right order. They construct detailed models from Lego and talk sensibly about the different functions of parts such as the steering wheel. They know about doctors and nurses and the roles they play in the community. Children are making satisfactory progress in this area of learning and reach the learning goals by the time they are five.
78. Teaching and provision for this area of learning is good. Teachers plan carefully and

are mindful of the topics that are likely to interest pupils most as they settle into school life. They support and stimulate the children through well-focused discussion and encourage them to find things out about the world around them.

Physical Development

79. There are well-planned opportunities for promoting physical development and the children reach the expected learning goals by the time they are five. Reception children and the nursery children use productively the outdoor area at the nursery. During nursery sessions the area is used very well to provide for a range of activity for large wheeled toys, ball games, which promote balance and coordination, and for making patterns in sand, building with large bricks and drawing. During these play sessions, children move with confidence and enjoyment. They show good levels of co-ordination and awareness of the space around themselves and each other. Through a range of finger action rhymes and the use of playdough and other malleable materials children develop good muscular coordination in their hands. They are developing the successful use of scissors and small construction equipment. Children make good progress in this area of learning. The promotion of healthy eating is achieved by giving children a choice of fruit at snack time.

Creative Development

80. Pupils' creative development is given a high emphasis in the nursery. Here, there are many rich opportunities for pupils to make pictures and models and to express themselves using paint and malleable materials. There are many planned activities for pupils to use a variety of senses in their explorations. They listen and respond sensitively to the music of nocturnal animals. They sing simple songs and rhymes from memory and gradually increase their repertoire as they move from nursery to reception classes. In the role-play area of a bedroom, they act out imaginatively the routines of getting ready for bed. In the reception classes, there are opportunities for children to make models and pictures of things that are familiar to them and they use them with enthusiasm. Overall, children are making satisfactory progress in their creative development and reach the expected learning goals by the time they are five.

ENGLISH

81. At the last inspection, attainment in English was judged to be good because the school's results compared favourably against national averages. In this inspection, additional data is available so that it is possible to compare results with those schools of similar backgrounds.
82. National test results for seven-year-old pupils in 2000 show that attainment in reading is above the national average, and standards in writing are at the national average. However, when compared with schools with pupils of a similar background, attainment in reading is below average and attainment in writing is well below average.
83. Overall standards have dropped from the very high standards on the last inspection in 1996, but they still compare favourably with national standards. During this inspection, work seen in reading and writing show that pupils are achieving slightly higher standards in all aspects of English than might be expected for the beginning of the academic year.
84. Standards in speaking and listening are above average in all parts of the school. Throughout the curriculum, pupils listen carefully to their teachers and to each other. In discussions across a range of subjects, pupils make appropriate responses to questions and instructions. Eight-year-old pupils are able to give some reasons for their ideas and are keen to understand and use new words with accuracy.
85. Seven-year-olds' attainment in reading is slightly above average. Pupils have a number of ways of working out successfully words that are unfamiliar; they use their knowledge of the alphabet and phonics, they use picture clues, and they predict whether the word makes sense within the sentence. Pupils in Year 2 are beginning to be familiar with some features of information books, understanding how to use the contents and index pages. Some pupils know that the library holds fiction and information books. Pupils generally make sound progress, but some pupils are capable of reading more complicated books than they are currently offered in their home reading book. For example, a pupil who had a home reader with a mundane and uninteresting content was able to read with confidence from a book which contained more complex text chosen from the library shelves. The Year 3 pupils' reading generally develops satisfactorily. Higher-attaining pupils describe accurately the purpose of an index, contents and glossary, and know about plot and character in fiction. They are increasingly familiar with the way in which the library is organised and know how to use it. Some pupils talk enthusiastically about what they are reading and their pleasure is plain to see, but a few pupils are reading books at home, provided by the school, which are too difficult for them. As a result, they are not reading sufficiently widely. These pupils are unable to discuss the plot and the characters within their books and show low levels of interest beyond the mechanics of reading words. In a significant number of cases, there is not a good match between the pupils' reading ability or interest and the book they are reading. Discussions with pupils reveal that many are unfamiliar with a range of classic picture books and their authors. Although most pupils read well, their enthusiasm for a variety of books is low.
86. Seven-year-old pupils' attainment in writing is above what would be expected at the beginning of the school year. Pupils write in an interesting way about events in their

lives, retell traditional stories, write instructions and poems. They are beginning to use full-stops and capital letters accurately and are making satisfactory progress in learning to spell familiar words. Higher-attaining pupils in Year 2 are able to spell accurately such words as 'would', 'knocking' and 'shiny'. In last year's national spelling test, a significant number of pupils reached the higher levels of achievement. Pupils practise their handwriting regularly, but the quality differs between the two classes.

87. The attainment of eight-year-old pupils in writing is average. Pupils write poems in particular shape which illustrate their content and show that they use words imaginatively. They write stories in a given setting and choose imaginative words to interest the reader. Their use of punctuation is developing to include question marks and speech marks in appropriate places. Pupils' accurate spelling includes more complex words in common use. There are many examples of pupils' work in completing grammar exercises, but there are considerably fewer examples of pupils' own writing within English lessons. The school recognises that opportunities for writing sustained pieces in which they can develop sequences, order and plot may be constrained by some timetable pressures which are under review. For example, when Year 3 pupils go swimming, their literacy lesson is divided into two parts and becomes disjointed.
88. The school makes effective use of the National Literacy Strategy and teachers' planning is detailed and careful. Teachers ensure that all the components of English are taught. They organise some group reading to take place outside the designated literacy hour, thereby giving more overall time to the teaching of literacy skills. Teachers use the plenary sessions effectively at the end of the lessons to revisit the main theme of the lesson, to review how well the pupils have learned and sometimes for the pupils to reflect on their own achievements. This is done skilfully in Year 2. Some teachers use the information gained from assessing the pupils' achievement to adjust their planning for future lessons, but this practice is not common throughout the school.
89. The teaching of spelling is effective because it is well structured and builds progressively from year to year. The teaching of reading, although effective in enabling pupils to know how to use a range of strategies to decode text successfully, does not motivate all pupils to become enthusiastic readers and knowledgeable about books. Pupils are able to practise their basic skills in reading by taking classroom readers home and sharing them with parents. In some instances, the monitoring of what pupils read is not rigorous enough to ensure that all pupils may fully benefit from this practice and some pupils have the same book for too long. Similarly, the practice of requiring a written review of each book read at home discourages some pupils from completing their books. Since the last inspection, there are increased and more varied opportunities for pupils to write in a variety of ways for different purposes. Speaking and listening is generally well taught across the curriculum, but there are some instances where the opportunities for pupils to expand their ideas and thoughts or to learn new words are limited as, for example, in some RE lessons.
90. Pupils with special educational needs have work that is well matched to their requirements and they are very well supported in their learning by the classroom assistants. The assistants are well informed of the learning objectives before the start of each lesson.
91. The management and leadership of the subject are not sufficiently vigorous and insightful to ensure that standards rise in reading and writing and match those of similar schools. Although the school does examine the data, there is not enough use

made of all the available information on pupils' learning by the subject leader to make clear and concise plans of action and to measure the impact of those actions. In the past, too little money has been spent on a wide range of good quality books. The school has recently spent money on large books, books for group reading and books for the library which have improved the situation, but there are still too many books which are outdated and uninteresting. Book corners are generally cosy and comfortable, but the quality and variety of books within each classroom varies considerably, from bright and inviting displays to sparsely filled shelves of books with only their spines displayed. The pleasant library is under-used in that the pupils rarely visit it individually to gather information or for pleasure, but rather go in time-tabled groups for purposes identified by the teachers.

MATHEMATICS

92. The results of national tests at the end of Key Stage 1 in 2000 show that pupils' attainment is below average. In 1999, although the proportion of pupils attaining level 2 or better was close to the national average, the proportion achieving the higher level 3 was well below average. Taking the results for the last four years together, the pupils' performance in mathematics was well above average when compared with all schools. However, the information about the performance of similar schools which has become available in the last two years shows that the school does not do as well as similar schools.
93. At the last inspection, attainment and teaching in mathematics were satisfactory. After a dip in performance in the last two years, the school has regained this position this year, although this has yet to be reflected in national tests. These results have led the school, rightly, to focus on mathematics as a priority for improvement, and attainment in lessons and pupils' recent work is at the expected level.
94. Pupils in their first term of Year 2 add confidently and accurately to 50, know about doubling and halving numbers and how this can help them to work out addition and subtraction problems, and can sequence numbers accurately on a 100 square. They know the place value of digits within numbers to 100 so, for example, they can distinguish between 29 and 92. The higher-attaining pupils sequence numbers between 100 and 200, drawing on their knowledge of the patterns of numbers effectively to position numbers on a blank square correctly.
95. Lower-attaining pupils make good progress in consolidating their understanding of the process of addition and subtraction, and are well supported in learning about the ways that numbers can be multiplied by repeated addition.
96. By the end of Key Stage 1, the pupils know the main properties of common regular two-dimensional and three-dimensional shapes and describe accurately the number of sides and faces each shape has. This aspect of their work is reinforced by the way the teachers group them for mathematics work by naming the groups after various shapes such as octagons and pentagons.
97. The oldest pupils in the school (Year 3) calculate with reasonable accuracy using numbers up to 1000, and they can round numbers up to the nearest ten accurately in order to help them deal with problems. The higher-attaining pupils are beginning to

use effectively what they know about multiplication facts to help them to solve division problems. Lower-attaining pupils have a secure knowledge of number facts to 30 and have begun to learn some multiplication facts of, for example, the two times and ten times tables.

98. Teaching of mathematics overall is satisfactory and there is some very good teaching in Year 2, where the teacher has very good subject knowledge, which enables her to explain patterns clearly and ask challenging questions of the higher-attaining pupils. This also enables her to provide good support for the newly qualified teacher with whom she works closely. There are some inconsistencies in teaching between classes in both key stages. In the most effective lessons, the teacher maintains a brisk pace in the first part of the lesson, conducting a lively question and answer session to allow the pupils to practise their mental mathematics. In these lessons, the teachers make sure that individual pupils are asked questions which are well matched to their prior learning by, for example, asking one child to identify a number with two digits between one and 20, and another to identify a two-digit number with six tens in it. In some other lessons, the first part of the lesson lasts too long, which prevents the pupils from having enough time to work independently.
99. Another feature of the most successful mathematics lessons is the direct teaching of one or two groups of pupils by the class teacher, while other groups work independently on tasks which have been clearly explained to them. Again, this is not common throughout the school and, in some lessons, for example, in a Year 3 class, the teacher circulates and offers encouragement, but does not engage in direct and effective teaching of any group.
100. Many of the pupils have positive attitudes to mathematics, indeed several said it was what they liked best about school. Because the teachers in all classes manage the pupils' behaviour very effectively and relationships are good, lessons proceed smoothly. This enables the pupils to get on with their tasks without disruption and contributes to the steady progress that they are making. Teaching assistants are well deployed, with very clear written directions on what they are expected to do in lessons. For example, during whole-class sessions, they make notes of individual pupils' responses which provide the teacher with valuable assessment information. They give very good support to groups of pupils during the middle part of the lesson by guiding them well and reminding them of what the teacher has taught them in the first part of the lesson. In most classes, they support the lower-attaining pupils and this contributes effectively to the good progress these pupils make.
101. A feature of mathematics, which still requires more attention, is the consistency in the level of challenge provided to the average and, in particular, the higher-attaining pupils. Although in some lessons there is an appropriate challenge in tasks set, there are other lessons when there is not. For example, an ICT program provided some Year 3 pupils with suitably challenging work on division. In using this, they had to draw on their knowledge of multiplication facts as well as their capacity to break numbers down in various ways. So, one pupil worked out 30 divided by six by using what she knew about the factors of the two numbers, saying "30 = three tens, 6 = three twos; ten divided by two is five so the answer is five". In another lesson, some higher-attaining Year 1 pupils were given a game to play which consolidated counting on and counting back. It involved using two dice, with the aim of covering two fish on a board game, one die directing them to move forward if they rolled a plus and back if they rolled a minus. The highest number on the board was 29 and the pupils, when asked, were all able confidently to say what two less than 29 would be, for example. The game did not extend their mathematical knowledge and understanding.

102. Information and communication technology is used in most lessons by pairs or small groups of pupils in turn to reinforce their knowledge and to practise their skills, but in some lessons the pupils working independently at the keyboard engage in random guessing games to arrive at the answers.
103. There are some opportunities for pupils to use their numeracy skills across the curriculum, for example, by measuring in D&T, but these are not exploited to the full.
104. The subject leader, with the support of the headteacher, has introduced the National Numeracy Strategy in line with the national guidance. This has resulted in a very significant change in the teaching methods used in mathematics, and she has provided colleagues with sensitive support in implementing the strategy. She is aware that, in recent times, in most classes more attention has been given to supporting the lower-attaining pupils in their mathematics work than has been directed at the higher-attaining pupils. She has yet to provide clear guidance on how teachers may increase their expectations and make more suitably challenging provision for the higher-attaining pupils.

SCIENCE

105. Attainment in science by the end of Key Stage 1 and by the age of eight is average.
106. By the age of seven, pupils begin to develop their skills of scientific enquiry. In Year 1, the pupils learn about their senses and record carefully how they use them. In Year 2, they classify materials into certain groups drawing well on what they know about man-made and naturally occurring materials. They have investigated the effects and the benefits of exercise on the human body, and have a good understanding of the importance of exercise for health. They understand well how the human body changes over time and have recorded what people can do or cannot do at various ages; for example, "that an old person cannot run as fast as a child" or "that a baby cannot open a locked door".
107. They know and can describe clearly how simple electric circuits work and understand how electricity is used in the home. They have carried out experiments into how materials can change and the effect that this has on their characteristics. For example, they discovered that warm blu-tac is soft, smooth and stretchy, whereas when it is cold, it becomes hard and snaps. The pupils use the environment to collect and identify plants and creatures from various habitats such as the pond, under trees, the open field or under logs. As a result, they have a good understanding of some of the different conditions needed for the survival of different creatures.
108. By the age of eight, pupils have a good knowledge of the life processes of plants and they have carried out investigations into whether plants need leaves in order to grow. They understand the need for a fair test. They have made very accurate observations of coloured water rising up a celery stem which has consolidated their understanding of the way plants take up the water they need for survival. They have accurately measured amounts of water to be given to four different plants to see how growth

rates rely upon water supply.

109. In the lessons observed during the inspection, the teaching was satisfactory. In the best lessons, careful lesson planning and the good resources provided by the teacher enabled the pupils to classify a broad range of materials and then to use reference books to find out more about metals, wood and cotton before reporting back to the class on what they had learned. In some lessons in Year 3, the higher-attaining pupils are not sufficiently challenged by the work which they are given. For example, in one lesson, all of the pupils were asked to complete a sheet identifying one item of food from each of five categories to create a plate of food which would be nutritionally well balanced. There was no additional challenge for the higher-attaining pupils, who quickly completed the task. This leads to them becoming restless.
110. Generally, however, the pupils enjoy their science lessons. They are keen to learn and they respond well when the teaching is interesting. They work well in small groups when given the opportunity and enjoy the responsibility of making their own decisions. For example, in a Year 2 class, pupils were keen to explain why they had put materials into different categories and justified their decisions.
111. The school has a good range of learning resources for science, tidily stored in a central resource area. The subject leader is enthusiastic about her responsibility and has recently produced some very useful guidelines for staff describing opportunities for investigative work. The impact of this is already obvious in the work seen, which is of a higher standard and broader range than that of previous years.

ART AND DESIGN

112. No art lessons were seen during the inspection. Art and design work produced by the pupils seen on display around the school is of a suitable range and standard. By the age of eight, the pupils understand visual and tactile elements such as colour, pattern and texture. They produce pleasing results in similar styles to well-known artists. They understand, for example, the fact that primary colours can be mixed to produce other colours, but that non-primary colours cannot be mixed to produce a primary colour.
113. Because they are introduced to the work of well-known artists, as well as local artists, and have an opportunity to explore a range of A&D through visits to exhibitions, they develop a good understanding of the work of other artists. At the last inspection, teaching and learning in art was found to be satisfactory and, from the limited evidence available, the school has maintained this position. The art curriculum is well planned to ensure that the pupils encounter the full range of A&D experiences set out in the National Curriculum programmes of study.

DESIGN AND TECHNOLOGY

114. At Key Stage 1, the pupils learn how to design and make things such as puppets and Jack-in-the-box using a suitable range of resources. They learn about mechanisms such as levers and how to join materials in a variety of ways. Their work is carefully planned by teachers to enable them to cover the range of experiences set out in the National Curriculum programmes of study and the pupils make satisfactory progress.

115. In the two lessons seen during the inspection, teaching and learning was satisfactory in one lesson and good in the other, despite the same plans being used as the basis of the lessons. In the better lesson, because the teacher had prepared well, including a display of questions and instructions, the pupils knew exactly what they had to do. This was supported by a discussion, chaired briskly by the teacher, recalling what they had learned during the previous week about the importance of hygiene when engaged in food preparation. The pupils demonstrated a good understanding of the significant features, knowing that hands must be washed, hair tied back, and working surfaces kept very clean. The content of the lesson – making sandwiches – reflected well the programme of study from the National Curriculum. The pupils were encouraged to develop ideas and explain them and to work with tools, but the emphasis was not sufficiently focused upon the quality of the end product in terms of its appearance and presentation. Nevertheless, some of the pupils spontaneously commented that the tools they were using (plastic knives for reasons of safety) did not cut the sandwiches up neatly. This could have provided an opportunity to discuss the importance of presentation relative to nutritional value, for example, but it was overlooked.

GEOGRAPHY AND HISTORY

116. The pupils make satisfactory progress in geography and history. Because of planning and timetabling arrangements during the period of the inspection, only one geography lesson and one history lesson were seen. Judgements are, therefore, based almost entirely on the work seen in the pupils' books, in the classrooms and on some discussion with pupils.
117. By the age of seven, pupils know about basic features on a map such as roads and important buildings. They are aware of their own locality and can talk confidently about the main features such as the church, the shops, the supermarket and the main roads. They have a growing sense of the past, developing from the focus in the foundation stage on changes in themselves to an awareness of changes over time in their local environment and services. For example, they look carefully at old pictures for clues to differences in today's hospitals from those in the time of Florence Nightingale.
118. By the age of eight, pupils are aware of their own locality and how it has changed over time. They know that the use of particular buildings has changed and they can place buildings, for example, the school and the church, in a chronological order according to the date in which they were built. They know that land is used for different purposes such as housing, shops and leisure, and talk with reasonable understanding of why some places are best suited for siting shops or a car park, for example.
119. The pupils enjoy their work in these subjects and are sometimes inspired to carry out some work voluntarily at home. For example, a girl in a Year 3 class compiled a timeline of photographs of herself as she has grown up, after a lesson which focused on photographs of changes in buildings over time and timelines. In this lesson, the teaching was very good. It focused on issues which the pupils found interesting, it used what they already knew about their own locality, and it was well planned to include good levels of challenge for the pupils who were asked to identify the

construction dates for various buildings and to use ICT to investigate when St Edmund (after whom the local church is named) reigned.

120. Teachers have access to a good range of resources, including plans and maps, and some very good photographs of the local environment, which they use well. Both geography and history are supported by opportunities to go out of school to explore the local environment or to travel further afield to a range of museums, to the coast and to sites of particular interest. The newly-appointed coordinator is keen to lead the subjects and has already identified things that she would like to do to promote them.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. At the end of Key Stage 1, standards of attainment are below those expected of pupils at this age. This also applies to pupils in Year 3. This is despite the hard work that has been done by the school to move this subject forward and is a consequence of the shortage of computers. This results in individual pupils having very little time working on ICT, even though the existing computers are in use nearly all of the time.
122. The pupils in Key Stage 1 are acquiring some of the ICT skills expected. For example, in a Year 1 class pupils use a prepared word-bank appropriately to create a sentence. They demonstrate accurate use of the mouse and were able to type simple words correctly.
123. The pupils use confidently a simple word-processing program. Year 3 pupils were creating calligrams (animal names that are shaped like that animal) and were able to open a file successfully to save their work.
124. Good use is made of parent helpers to support pupils in this subject. Pupils in a Year 2 class were well supported by a parent when using the 'Dazzle' program. Shapes were chosen and 'filled' with primary colours. The correct secondary colour was chosen when these shapes overlapped.
125. Work supports other National Curriculum subjects well and this is an aspect that has been maintained since the last inspection. For example, Year 3 pupils were well supported by a parent to use a database accurately when entering details of the sandwiches they had created in D&T.
126. However, the limited range of available computer programs and the small number of now outdated computers restricts the opportunity pupils have to develop sufficiently their ICT capability. The organisation of the computers, one in all but one classroom, means that the amount of time that pupils spend studying this subject falls below accepted recommendations. Much of the work seen is not structured to meet the needs of pupils of different levels of ability.
127. There is insufficient direct teaching of ICT and this has a negative impact on the pupils' progress in this subject. The lack of resources and the way they are organised means that it is difficult for teachers to engage in direct teaching of ICT skills. Pupils working on computer programs are clear about what they have to do and they are enthusiastic about it. Because they work well together, they cooperate well when asked to work in pairs at the computer.
128. The subject leader offers sound direction for this subject. The policy that is in place, based on government guidance, outlines the skills that are to be developed and the

programmes available to support this development. It offers a good structure to support teachers' planning and does provide for progression across the school. There is a well organised display which shows Year 1 pupils' use of different font sizes to write and print their name, Year 2 pupils' use of the 'Dazzle' program to fill chosen shapes with colour in the style of the artist Mondrian, and Year 3 pupils' use of the 'Dazzle' program to create lines of symmetry. Some Year 3 pupils talk confidently about how they use these programs and regret that they do not have more frequent opportunities to do so.

129. A detailed portfolio is also available which matches pupils' work to both expected levels of attainment and the National Curriculum requirements. This is further supplemented by a comprehensive file of information that contains detailed instructions on the use of the programs available for use in school and other supportive material gleaned from attendance at approved training courses.
130. The school's plan to make use of the funding available through the NGfL is in place. This finance will be accessible in the spring term of 2001.

MUSIC

131. During the inspection, one music lesson was observed in a Year 3 class. Attainment in music making is above national expectations. Pupils clap a simple beat and most can clap accurately and rhythmically a further pattern of beats creating a two-part composition. A few pupils identify parts of a song that the class needs to practise in order for singing to be more accurate. Most pupils clearly enjoy singing and some seem be uplifted by the sound they create and the pleasure of working in unison.
132. High-achieving recorder players have good techniques in their playing and read music accurately. In assemblies, pupils sing tunefully and with pleasure. They have a good memory for the words of songs and hymns and can clap simple rhythms in time.
133. In the observed Year 3 lesson, the quality of teaching in music was good. The teacher has high expectations of what pupils can achieve and structures the lesson well to ensure that pupils make good progress. There is a successful balance between consolidating skills and learning new aspects of music making. Good questioning helps pupils to think about improving their own performance and attention is given to developing a vocabulary of musical terms, for example 'ostinato'. Good use is made of demonstration to help pupils to visualise and hear musical patterns more accurately. The teacher conveys her enthusiasm for the subject and, as a result, the pupils do well.
134. Provision for music making in Key Stage 1 is satisfactory. The quality of teaching cannot be judged as lessons could not be observed. However, pupils of both key stages were heard singing during assemblies and during a hymn practice. Pupils sing in tune with clear diction and expression. They develop good rhythmic awareness. Leadership and management of the subject are good.

PHYSICAL EDUCATION

135. During the inspection, only Key Stage 1 gymnastics and dance lessons were seen and teachers' planning from Year R to Year 3 was scrutinised. Other than discussion

with pupils, there was no opportunity to make a judgement about the quality of provision for pupils in Year 3.

136. Overall, pupils are achieving the standards of attainment expected for their age in dance and gymnastics. This has been maintained since the last inspection.
137. The quality of teaching is satisfactory with some good features. This represents an improvement since the last inspection where teaching was described as satisfactory, but in need of further support.
138. In the better lessons, the teacher clearly explains what she expects the pupils to do and to achieve during the lesson, and then provides the opportunity for pupils to evaluate their own and others' successes. Key Stage 1 pupils make satisfactory progress in dance. In a Year 1 lesson, the pupils linked together well a short sequence of actions in time to the beat of a tambourine. The teacher engaged the pupils' interest well by linking their actions to the theme of machines in their daily lives. This provided pupils with a clear model on which to base their actions. In Year 2, pupils develop even better control of their movements and make different actions in time to country-dance music.
139. In gymnastics, pupils make similar satisfactory progress. Year 2 pupils demonstrate good, strong movements based on the theme of stretching and curling. Their work shows increasing control and coordination so that they hold their balances for longer than in Year 1 and they assess the quality of their performance and offer appropriate suggestions for improvement.
140. All lessons seen started with a warm up, and Years 1 and 2 pupils explain well the need for this at the start of the lessons. Discussion with Year 3 pupils reveals their ability to explain and justify appropriately the need for a cool down period at the end of the lesson.
141. All pupils are offered equality of opportunity in this subject. In a Year 2 lesson, for example, good use of questioning was made by the class teacher to maintain the involvement of a pupil on the special needs register. In another Year 2 lesson, a learning support assistant successfully supported the involvement of three pupils, all on the special needs register, fully in the lesson.
142. The recently-appointed subject leader provides satisfactory support for this subject. She is aware that some teachers lack confidence in the subject and of the improvement that is needed to raise standards of attainment. She has appropriate plans for the future development of the subject that will involve cross-curricular links with, for example, science.
143. The accommodation available for PE is adequate in that the hall provides enough space for pupils to move reasonably freely. Outdoor accommodation is good, with a spacious grassed area available. There are sufficient resources to meet the needs of the planned curriculum and these are used to good effect.
144. The school's netball and football clubs are available for the older pupils. These are popular with the pupils and successfully enable them to develop their physical skills further.

RELIGIOUS EDUCATION

145. Only two RE lessons in Year 3 were observed during the inspection. Evidence was supplemented by an examination of teachers' planning and of pupils' work, informal discussions with pupils in lessons, and displays in the classrooms.
146. The school's provision for the teaching of RE is satisfactory. Planning of lessons meets the requirements of the locally agreed syllabus. Teachers' knowledge and understanding of the subject has improved since the last inspection. Although confidence in teaching RE is not high, teachers are satisfactorily supported by some printed resources and a few artefacts for teaching the six major religions of the world. School assemblies make a good contribution to the RE curriculum.
147. In the lessons observed in Key Stage 2, teaching is satisfactory. Teachers introduce pupils to the ways in which Christians experience fellowship by going to church and the meanings and symbols of Holy Communion. Pupils are asked to relate this to their own lives, for example, through special meals they have shared with their families or others. Teachers' questions enable pupils to respond in simple ways, but do not give pupils full opportunities to reflect their understanding of what it may mean to belong to a faith community. The pupils have a reasonable understanding of the main features of the Christian faith and its traditions, but do not remember well what they have been taught about other major world religions.
148. No judgement can be made of the quality of Key Stage 1 teaching. However, the teachers' planning indicates that provision is satisfactory.
149. Since the last inspection some progress has been made in enriching the teaching of RE. The subject leader has successfully identified that future development of this subject needs to focus on ensuring that pupils make progress by deepening their understanding, and increasing their ability to discuss religion.