

INSPECTION REPORT

THE BAWBURGH SCHOOL

Bawburgh, Norwich

LEA area: Norfolk

Unique reference number: 120784

Headteacher: Mrs C M Baldwin

Reporting inspector: Mr M J Mayhew
22197

Dates of inspection: 25th – 28th September 2000

Inspection number: 225335

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Hockering Lane
Bawburgh
Norwich
Norfolk

Postcode: NR9 3LR

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Appropriate authority: The Governing Body

Name of chair of governors: Father P Kerley

Date of previous inspection: December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr M J Mayhew 22197	<i>Registered inspector</i>	Mathematics; Science; Design and technology; Music; Religious education; Under fives; English as an additional language.	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mrs C Haggerty 13807	<i>Lay inspector</i>		How high are standards? How well does the school care for its pupils? Partnership with parents.
Mr K Saltfleet 22291	<i>Team inspector</i>	English; Information technology; History; Geography; Art; Physical education; Special educational needs; Equal opportunities.	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Bawburgh School is a primary school which caters for pupils aged from four to eleven. There are currently 105 pupils on roll. The school serves the village of Bawburgh, Norfolk, although a considerable number of pupils (about 70 per cent) come from as far away as 20 miles. The school was built about 125 years ago, but there have been a number of alterations and extensions made to the building over the years. There are now four classrooms. Nearly six per cent of pupils are known to be eligible for free school meals, a proportion which is well below the national average. There are 28 pupils on the school's register for special educational needs. No pupils have been assigned statements of special educational need, although there are eight pupils currently at Stages 3 – 4 of the special educational needs code of practice. Two pupils speak English as an additional language. Pupils come from a mixed socio-economic background, and the results of assessments of attainment made soon after children enter the foundation stage at the age of four show that there is a wide ability range, with variation from year to year.

HOW GOOD THE SCHOOL IS

The Bawburgh School is an effective school in which most pupils achieve their potential in English, mathematics and science. The quality of education provided is good. It includes a curriculum that gives a strong emphasis to pupils' personal and social development, and is supported by good quality teaching. The school is well led and managed. It has made good progress in dealing with the issues raised at the last inspection, and maintained the strengths previously identified. Pupils' attitudes to school and learning are very good. When account is taken of all these factors, as well as the average costs per pupil, the school gives good value for money.

WHAT THE SCHOOL DOES WELL

- Most pupils at age 11 achieve nationally expected standards in English, mathematics and science by the time they leave the school.
- The quality of teaching is good overall.
- Systems for monitoring and assessing pupils' progress are very good.
- There are very good links with parents.
- Provision for pupils' personal development is very good; that for their moral development is excellent.
- The school is well led and managed.
- Pupils' attitudes to learning, and their behaviour, are very good; their personal development and relationships are excellent.

WHAT COULD BE IMPROVED

- The effectiveness of specialist teachers.
- The time given for pupils to experience some aspects of information and communication technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in December 1996 the school has made a good level of improvement. Older pupils with special educational needs now have full access to the curriculum. Governors are more involved in the identification and setting of targets for school development, and schemes of work are in place for all curriculum subjects. There is now a detailed and carefully structured school improvement and development plan which identifies action to be taken to meet targets over the current and succeeding years. Of particular note is the very good provision for pupils' personal, social and health education, and the way in which it is planned in other areas of the curriculum. Further links have been developed between the school and the local and wider communities. These links have a positive effect on pupils' learning, which covers a wide spectrum, including a foreign language. Particular strengths of the school have been maintained. These include the way in which the school is led, the links with parents, and the very high standard of pupils' moral development.

STANDARDS

The results of standard assessment tests taken by pupils at the end of Key Stage 2 show that most pupils reach the nationally expected Level 4, or above, in English, mathematics and science. The results of tests taken in 2000 showed that a higher proportion of pupils reached the expected level or above, in all three subjects, than in 1999. The proportion of pupils reaching these levels varies from year to year, mainly because the numbers of pupils at the end of Key Stage 2 have been small (below 10). Inspection findings confirm that most current Year 6 pupils are achieving the nationally expected levels in English, mathematics and science. Some pupils achieve above these levels. Attainment in number and in speaking and listening is above expectations. At both key stages, the targets set for pupils' achievements in English and mathematics are realistic, and based on reliable assessment data. The National Literacy and Numeracy Strategies have been implemented, and are having a marked effect on pupils' achievements, particularly in numeracy. Attainment in information and communication technology meets national expectations, and pupils at the end of Key Stage 2 reach standards in religious education which exceed the expectations of the Norfolk Agreed Syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy coming to school. They listen carefully to their teachers, settle to their work quickly, and concentrate.
Behaviour, in and out of classrooms	Very good overall. Staff have high expectations of behaviour, and pupils respond to these. A very small minority of pupils causes some irritation in some classes.
Personal development and relationships	Excellent. Pupils are successfully encouraged to become independent learners and to use their own initiative. They leave the school well prepared for the next stage of their education.
Attendance	Satisfactory; could be better if fewer pupils took holidays during the school term.

TEACHING AND LEARNING

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

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

The quality of teaching ranges from satisfactory to very good. Across the school teaching is satisfactory in 21 per cent of lessons, good in 51 per cent, and very good in 28 per cent. There is no unsatisfactory teaching. Half of the lessons in the foundation stage are very good, and no lessons in Key Stage 1 are less than good. The quality of teaching is often better in those lessons which are taught by the longer established staff. Teachers generally relate very well to their pupils and manage them well. They consistently plan lessons designed to build on pupils' knowledge and understanding, and set tasks that are matched to individual pupils' prior levels of attainment. The skills of literacy and numeracy are taught well in the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and provides well for pupils' learning opportunities. Appropriate attention is given to developing pupils' literacy and numeracy skills, and there are good opportunities for them to practise skills in other subjects. The local and wider communities, including international institutions, are used well to enhance the curriculum. There is a satisfactory range of out-of-school activities available to all pupils.
Provision for pupils with special educational needs	These pupils are given good support, and they make sound progress towards meeting the targets set in their clearly written individual education plans.
Provision for pupils with English as an additional language	Sound arrangements are made for these pupils, who make progress in line with that of other pupils in the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils for pupils' social development is very good, and that for their moral development is excellent.
How well the school works in partnership with parents	The school's very good partnership with parents promotes well pupils' learning.
How well the school cares for its pupils	There are very effective procedures for child protection and for ensuring pupils' well being. The systems for monitoring and assessing pupils' progress in the core subjects, and using the results of assessments to plan future work, are of a high order. The way in which pupils' personal development is monitored is of a similarly high standard.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a very clear view of what the school needs to do to maintain its particular strengths and to develop further. The senior teacher and her colleagues ably support her, and all work well together to the benefit of the pupils' learning.
How well the governors fulfil their responsibilities	The governors are well informed about the work of the school. They make important decisions designed to improve the quality of education available to the pupils and to raise standards.
The adequacy of staffing, accommodation and learning resources;	There are sufficient appropriately qualified teachers. Although cramped, the accommodation is adequate for the teaching of the National Curriculum. There is a satisfactory range of educational resources.
The school's evaluation of its performance	The school improvement and development plan is a very good document which gives a firm basis for the staff and governors to measure the school's effectiveness. Pupils' performances in tests are analysed and compared with both local and national averages. The results of the analyses are used as a basis for setting new targets and the means to achieve them. The monitoring of teaching and learning in the core subjects is firmly established.
The strategic use of resources	The resources available to the school are used very well, and decisions are taken to ensure that best value is obtained from the available finances.

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 and behaviour is good; • the quality of teaching is good and the school is well led and managed; • their children are expected to work hard and achieve well; • children mature and take on responsibility for their own actions. 	<ul style="list-style-type: none"> • The range of out-of-school activities available to their children; • some parents would like to receive their child's written report earlier in the summer term so that they can be a more informed discussion with teachers before the summer holiday.

The inspectors agree with parents' positive statements about the school, but find that the range of out-of-school activities available to pupils is satisfactory. Inspectors feel there should be more time allowed before the summer holidays for parents to discuss the contents of the annual written reports on their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children's level of ability when they start the foundation stage in the reception class is about average. They have average language and literacy skills at this point, and their ability to use numbers is about what might be expected of children at this age. However, their personal and social development is above average. They quickly develop good speaking and listening skills in the reception class. Children's rate of learning in the reception class is good, with the result that by the time they leave the foundation stage, most have reached the early learning goals in all areas of learning, and many are already coping well with work in Key Stage 1 of the National Curriculum. By the time they are in Year 1, most pupils have more than achieved the early learning goals in personal and social development, communication, language and literacy, physical development and creative development.
2. Results of the 1999 Key Stage 1 statutory assessment tests in reading, writing and mathematics showed that pupils achieved well above the national averages in comparison with all schools and with schools with pupils from similar backgrounds. Similarly high results were obtained in 2000. The number of pupils who took the statutory tests at the end of Key Stage 2 in 1999 and 2000 were too few for valid comparisons to be made with national and local figures. However, it is noted that in 1999 half of the six pupils who took the tests reached the expected Level 4, four reached Level 4 in mathematics, and all six reached Level 4 in science. Reference to records shows that all pupils achieved their expected targets in these subjects. Currently unpublished results for 2000 show that nine out of 10 pupils reached Level 4 or the higher than expected Level 5 in English and mathematics, and eight out of ten reached these levels in science.
3. Inspection findings confirm that most current Year 6 pupils are achieving the nationally expected levels in English, mathematics and science for their age. Some pupils achieve above these levels, and most achieve in line with the school's predictions. These judgements match those made at the time of the last inspection and reflect the overall upward trend in pupils' attainment in line with national trends. Pupils with special educational needs make satisfactory progress towards meeting the targets set in their individual education plans. Those pupils who speak English as an additional language make progress in line with that of their classmates.
4. At both key stages, pupils' oracy skills are good. At Key Stage 1, pupils listen carefully to what their teachers and classmates have to say. They develop their ideas, speak clearly, use a growing vocabulary, and respond appropriately to questions. Pupils in Key Stage 2 contribute well to discussions in lessons and assemblies. They ask sensible questions, describe events accurately and at length, and are confident to express their ideas, with the result that by the time they leave the school they talk and listen confidently in a wide range of situations. Good attention is given throughout the school to developing pupils' literacy skills. Standards of reading are high. Pupils' enjoyment and interest in reading are evident. By the time they leave the school at eleven, most pupils are reading at least at the level expected for their age. They are independent readers who read with interest, fluency and good pace.

5. Most pupils at the end of Key Stage 1 write stories in the correct sequence with properly organised sentences. Spelling of the most commonly used words are usually accurate. Handwriting is clear and generally consistent. At Key Stage 2, most pupils develop a sound understanding of grammar, punctuation and spelling. Their work is organised well. They write with understanding for a range of purposes and audiences, and the higher attaining pupils write interesting longer pieces both in English and in other subjects. However, the school recognises that some older pupils could improve their standard of handwriting so that it becomes more fluent and neat.

6. Standards of numeracy at the end of both key stages are good. Most pupils at Key Stage 1 know and understand place value to two digits, add and subtract accurately numbers up to 20, and solve simple money problems. They recognise and name a range of two- and three-dimensional shapes, and begin to construct and interpret simple graphs. Pupils learn well in Key Stage 2. Most pupils in Year 6 are adept at the full range of multiplication tables, and carry out more difficult calculations using the four rules of number. They understand the concept of symmetry, and construct and interpret line graphs. Pupils know that fractions can be represented in a variety of ways, and some higher attaining pupils at the beginning of Year 6 transpose between the more common vulgar fractions and decimals. All pupils at the end of this key stage show increasing ability to solve mathematical problems using more than one calculation.

7. In science, most pupils at the end of both key stages achieve the nationally expected levels, with many achieving above these levels. They develop a good understanding and knowledge of a good range of scientific facts, and benefit from many opportunities to undertake investigative and practical activities, particularly in Key Stage 2. This factor contributes greatly to pupils' rate of learning and consequent levels of attainment.

8. In information and communication technology, pupils make satisfactory progress and reach standards in line with national expectations. All pupils are well acquainted with the use of computers and some with their possibilities. However, there is a need for pupils to have more access to control technology, monitoring through the use of sensors, and more use of simulations, so that standards at Key Stage 2 may rise further.

9. Pupils make good progress in religious education. By the end of Key Stage 1, most pupils meet the expectations of the locally Agreed Syllabus for religious education. At Key Stage 2, pupils' attainment exceeds expectations.

10. In art, geography, history and music at both key stages, pupils achieve standards normally expected of pupils of these ages. Achievement in swimming is high at Key Stage 1. There was insufficient evidence for a secure judgement to be made about pupils' achievement in design and technology.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to school, and to their learning and their behaviour, are very good. Pupils join in classroom activities with enthusiasm because tasks are interesting and well matched to their abilities. Boys and girls play well together during breaks and are well on the way to becoming independent learners. They are fully involved in the routines of the school, and this creates a strong feeling of community. Those parents who attended the parents' meeting and responded to the questionnaire are very happy with the values that the school promotes and with the behaviour of their children. Parents report that their children enjoy coming to school.

12. All pupils, including those with special educational needs, have very good attitudes to learning. They settle quickly in the mornings to quiet reading whilst waiting for their teachers to begin lessons. The majority concentrate on what they have to do in lessons even when not under direct supervision by the teacher. For example, during a maths lesson at Key Stage 1, a group of pupils showed very mature attitudes towards learning. They completed their set tasks and then moved on to further work in their folders, without disturbing their teacher, who was helping another group of pupils. Pupils concentrate well for increasing lengths of time as they move through the school. Pupils worked independently and with good levels of concentration during a literacy lesson at Key Stage 2, responding well to the challenge of their work. This had a positive effect on their learning and attainment in the lesson. Generally, pupils are keen both to ask and to answer questions. They respond well to the encouragement of teachers and support staff, who give praise appropriately to recognise and raise effort and achievement. This has a positive effect on pupils' progress and self-esteem.

13. The school operates as an orderly community, and the very good behaviour, overall, has a positive effect on learning and the standards achieved. Pupils know what is expected of them and understand the school rules and regulations. Pupils in each class contribute to their class rules at the start of the academic year. Behaviour in assemblies is exemplary, a factor which helps to reinforce the community feel to the school. Staff have high expectations of behaviour and pupils respond to these. In some classes a very small number of pupils cause irritation to the class teachers and to other pupils, particularly when they are taught by some of the part-time 'specialist' teachers. Nevertheless, the great majority of pupils show self-discipline by their very good behaviour when moving around the school, quietly going to assembly, or waiting patiently for their lunch. Pupils respect the school grounds, the buildings, and the furniture, and there are no signs of graffiti or vandalism. Pupils with special educational needs are fully integrated in the life of the school and mix well with others. There is no recent history of exclusions, and there was no evidence of bullying in the week of the inspection. Indeed, both the pupils and the parents report that bullying is not an issue. Parents at the meeting reported that the school is a happy environment.

14. Pupils' personal development and the relationships between pupils and between adults and pupils are excellent. Pupils are polite and welcoming to visitors. All are encouraged to become independent learners and to use their own initiative. Pupils of all ages are fully involved in the routines of the school. It is noticeable how well they cope with the cramped space, for example sensibly moving furniture to create an assembly space in a classroom each day, and then returning it to its main use. At Key Stage 1, pupils collect, use and put away their own resources sensibly and independently. At Key Stage 2, pupils in all classes are

involved in the daily routines of the school, and their responsibilities increase as they move through the school. The monitors and house captains take great pride in their responsibilities. Staff act as good role models, and they speak to pupils with respect. Pupils respond to this and try to do their best for their teacher and for themselves. This was particularly evident during a religious education lesson where pupils listened to each others' points of view, taking turns to speak and respecting the views of others even when they differed from their own.

15. Attendance is broadly in line with the national average and is satisfactory. Despite the attendance falling last year to just below the national average, it was still well above the ninety per cent threshold. Pupils taking holidays during school time have caused the majority of absence so far this term. Indeed, the equivalent of almost fourteen weeks' schooling has been lost so far this year due to holidays in term time. This is unsatisfactory and could have a negative effect on the progress and attainment of those pupils who miss school. It needs to be addressed if the school's attendance figures are to improve. There is no evidence of truancy, and other absence is generally due to medical reasons. The school is successfully addressing the issue of lateness identified in the last report. There are few late marks in registers, and there was very little lateness during the week of the inspection. Registration is taken quickly and efficiently.

16. There is approximately ten minutes teaching time lost each day because whole school assemblies are held in a classroom. This is an unsatisfactory situation. It reduces the time for many pupils' learning to below the national average because furniture has to be arranged after the assemblies, and subsequent lessons begin late.

HOW WELL ARE PUPILS TAUGHT?

17. Half of the teaching in the foundation stage is very good, with the rest evenly split between good and satisfactory. Across the school, the quality of teaching ranges from satisfactory to very good. It is satisfactory in 21 per cent of lessons, good in 51 per cent, and very good in 28 per cent. There is no unsatisfactory teaching. The quality of teaching in both key stages is good overall, although the teaching in Key Stage 1 is never less than good. These judgements effectively match those made in the last inspection report. The quality of teaching in Key Stage 2 is often better in those lessons which are taught by the longer established staff. When lessons are taught by 'specialists' employed on a part-time basis for subjects such as games, dance, science and art the teaching is often no better than satisfactory. This is because the teachers' skills in class control are lacking in these lessons, a few pupils cause some disruption to the lessons, and the quality of learning for the remainder of the pupils is affected.

18. Most teachers have high expectations of pupils to listen and to behave well, and the longer established, mainly full time, teachers are substantially successful in achieving these aims. Teachers generally relate very well to their pupils and manage them well. Good use is made of praise to encourage pupils to contribute to lessons and to work hard. For example, the teacher in one very good science lesson in Key Stage 2 set a challenging task for the pupils, to which they responded well because they enjoyed the opportunity to use their initiative. The teacher regularly praised them for their concentration and the ideas which they generated, and this served only to intensify their rate of learning.

19. One strength of the teaching is the perceptiveness of teachers' lesson planning. Teachers consistently plan lessons which are designed to build on pupils' knowledge and understanding, and set tasks that are matched to individual pupils' prior levels of attainment. This is possible because the teachers know their pupils well. The very good assessments of pupils' learning give teachers accurate information about where to pitch their lessons, and this makes lesson planning easier. This aspect of the teaching is a particular asset in a school where there is a wide age range and spread of ability in most classes. There are very few occasions when pupils find the work either too difficult or too easy for them.

20. All teachers are equipped with good subject knowledge. The longer established, mainly full time, teachers are competent to teach subjects across the National Curriculum, and the 'specialist' part-time teachers bring to the school an added level of expertise. For example, a teacher very competent in French undertakes the teaching of the subject, and her ability and enthusiasm establishes a special enjoyment in the subject by the pupils.

21. The teaching of literacy and numeracy is good. The strategies for teaching these skills are firmly established, and continually under review through lesson evaluation.

22. Teachers usually introduce lessons well, and often use questioning skilfully to consolidate pupils' previous learning. In those lessons that are particularly effective the teacher tells the pupils what they are going to do, and then uses the end of the lesson to evaluate with them what they have learned. An example of this occurred in a Key Stage 1 religious education lesson. From the start the teacher's infectious enthusiasm transferred to the pupils, who became keen to take part. The lesson moved at a cracking pace, with activities which had a direct impact on pupils' learning. By questioning and evaluation towards the end, the teacher made sure that all pupils had a good knowledge of the subject of the lesson.

23. There is a good system for monitoring the quality of teaching and learning, and to share good practice among the staff. This system has not yet extended to the newly appointed 'specialist' teachers as fully as to the rest of the staff. The management is aware of this and of the need to observe and support these teachers, so that they consistently employ the successful teaching strategies used by the longer established staff.

24. Teachers see homework as an important aid to pupils' progress, often by encouraging parents to take an active part in their children's learning. At the parents' meeting, parents drew attention to some inconsistencies in the way homework was set in the last academic year. All teachers now follow school policy and set homework regularly. The homework is useful, and consists of reading and number practise, as well as longer term written projects undertaken by older pupils. The majority of parents now feel that the amount of homework given is appropriate, and the inspectors agree with them.

25. Teachers mark their pupils' written work, and often give them praise and further guidance in their marking. However, there is a need to set targets for pupils to achieve, and to act as a further means to assess pupils' progress.

26. Teachers make good use of support staff and volunteers, who are often to be seen working under the direction of the teacher with individuals or groups of pupils. Teachers are always mindful of the needs of pupils with special educational needs, and they use suitable methods to ensure that these pupils' needs are fully met, such as carefully planned work, activities, groupings and resources.

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

27. The quality and range of learning opportunities throughout the school is good. The curriculum for children in the foundation stage is based on the 'Early Learning Goals', with full coverage of the areas of learning. The school's curriculum at both key stages is broad and balanced and provides a good range of opportunities to meet the interests and aptitudes of its pupils, and the requirements of the National Curriculum. Strong emphasis is placed on teaching the core subjects of the National Curriculum, but also on pupils' personal and social education, which is planned very carefully along with the other subjects of the curriculum. Religious education is taught in line with the locally Agreed Syllabus. An added and effective aspect of the curriculum is the provision of French teaching by a specialist teacher to pupils from Year 1 onwards.

28. Provision for pupils with special educational needs is good. The special educational needs code of practice has been fully implemented and the school's policy is clear and informative. The school works hard to meet the needs of these pupils, with the result that the majority achieve standards commensurate with their abilities. Informative individual education plans are in place, linked to classroom practice and with realistic targets. Class teachers use these plans in their everyday planning to ensure that work is focused and relevant to pupils' individual needs. The curriculum is socially inclusive. Opportunities for all pupils to have equality of access to the curriculum are very good, in fact a strength of the school. Parents agree that all pupils are well prepared for the next stage of their education.

29. The school has effective strategies for teaching literacy and numeracy. Planning in both key stages follows the relevant framework guidelines and is effective in meeting the needs of pupils in the mixed age classes. Good use is made of information and communication technology, for example through planned opportunities for pupils to practise their spelling and multiplication skills. Policies and schemes of work are in place for all subjects. This represents an improvement since the last report and is a clear guide to what pupils will learn throughout each key stage. These documents are supported by informative medium-term plans. Short-term planning spells out clearly what pupils are to learn, and identifies opportunities for assessing their attainment and progress. Time allocations are appropriate for the range of subjects taught.

30. Provision for extra-curricular activities is satisfactory and, at the time of the inspection, open to pupils at both key stages. Activities include after-school clubs for self-defence and games. There are lunchtime opportunities for pupils to receive paid instrumental music tuition, including violin, brass and keyboard. Older pupils take part in residential trips, for example to Northumberland, and these offer links to the teaching of geography, history and religious education. Older pupils also have instruction in cycling proficiency.

31. The quality of provision for pupils' personal and social education is very good. There is for this aspect of the curriculum a very strong programme, which is carefully planned in lessons and in assemblies. The programme is well supported by outside specialist speakers. The very good provision enables pupils to develop their role within the school, take on extra responsibilities, and learn to be tolerant of each other's ideas and beliefs. Parents report that they are very pleased with the provision made for their children's personal development.

32. There are good links with the local community, which makes a useful contribution to pupils' learning. For example, the parish council bought the school flagpole, and the local policeman visits school to talk about life skills, including personal safety and other topical items. There are useful links with the local business community, which has helped in the past to provide the school with computers. The 'Friends of Bawburgh School' make a substantial contribution to the school in terms of financial support through fund-raising and social events.

33. There are very good relationships with other schools, led mainly by the headteacher, who plays a leading part in the local 'cluster' of schools. Good examples of this relationship are the sharing of expertise when pupils took part in an Easter passion play, and the sharing of financial grants to meet the costs for specific projects, such as this term's dance initiative. Links with secondary schools are effective in ensuring that pupils transfer as smoothly as possible to their next stage of education. Involvement in the 'School Centred Initial Teacher Training' facilitates the sharing of expertise with similar schools and other specialist centres involved in the training of teachers.

34. The school's provision for pupils' spiritual development is good. Assemblies play an important part in the life of the school, with a strong emphasis on Christian values and beliefs. They give pupils a sense of belonging to a whole school community, celebrating and appreciating each other's contributions and achievements. Assemblies are planned effectively to encompass a wide range of themes throughout the year. Pupils are given good opportunities through collective worship to reflect upon their own and other peoples' beliefs.

35. The school's promotion of moral development is excellent. All staff and adults in the school reinforce the school's high expectations of behaviour fostered within a 'whole family' philosophy. Pupils are given many very good opportunities to develop values, such as honesty, fairness, independence and respect. Pupils learn how to benefit from their mistakes and to be responsible for their own behaviour. They are given many opportunities to discuss moral issues, with the result that they can clearly distinguish between right and wrong. Parents value this approach, and a significant number cite it as a major consideration when they choose to send their child to the Bawburgh School.

36. Provision for pupils' social development is very good and results in very positive relationships between pupils themselves and between pupils and the adults with whom they come into contact. Pupils are encouraged to relate well to each other. For example, older pupils care particularly well for younger pupils in the playground and around the school. Teachers provide good opportunities for collaborative and individual work during lessons. Opportunities for pupils to take responsibility, use their initiative, and understand about living in a community are very good. Pupils in both key stages have experience of the world of work. Key Stage 1 pupils talk about the jobs of local people, for example the postman. Older pupils visit local industries, and the oldest pupils have a week's experience when they 'shadow' the vicar in his work.

37. Pupil's cultural development is good. They are taught to appreciate their own cultural traditions, and those of others in the wider world, through subjects such as art, music and geography. They are taught to appreciate their own heritage through visits out of school, for example to Lincoln Cathedral and Bury St Edmunds. As well as developing new language skills in the French lessons, pupils learn about the cultural traditions of France. This activity is complemented by the 'Comenius' project, which gives valuable insights into the cultures of other European countries, such as Germany, Greece and Holland. The school recognises the importance of pupils' understanding of multicultural Britain. Other faiths are studied in religious education, for example Buddhism, Sikhism, and Islam.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Procedures for child protection and for ensuring pupils welfare, health and safety are very good. The headteacher is the named person for child protection and has received the appropriate training. There are good procedures in place, and all staff have received guidance on child protection awareness.

39. The school has retained the very high standards of care reported in the last inspection. There are half termly risk assessments of the school premises, and the caretaker carries out all minor repairs. Legal requirements are met with regard to fire regulations and all electrical testing. Very good procedures are in place to attend to pupils' medical conditions. Seven members of staff have attended the four-day first aid training course. All staff have had training on how to deal with asthma, and the independent use of inhalers by those pupils who need them is encouraged as early as possible. Pupils are well supervised at all times by a very committed and caring staff. The school liaises regularly with outside agencies to ensure that appropriate support is available. Parents report that staff are very helpful and supportive when there are concerns about their children. Pupils' records contain a wide range of academic and social information.

40. The school's procedures for monitoring and promoting attendance are satisfactory. Parents report that their children enjoy coming to school and are keen to attend. The school contacts parents on the first day of absence if they have not supplied a reason for a child's non-attendance at school. Registers are well kept and conform to legal requirements. Procedures are in place to record and monitor lateness. However, the issue of some pupils taking holidays in term time requires addressing.

41. Procedures for monitoring and promoting good behaviour are very good, and there is a whole school policy which is used consistently by all staff. Pupils are well aware of what is acceptable behaviour and what isn't. The school has very high expectations of behaviour, and staff act as good role models. House captains are fully involved in the behaviour and discipline policy, awarding merit marks to pupils for being helpful. Procedures for monitoring and eliminating oppressive behaviour are very good. Lunchtime is well supervised. The system of monitors taking responsibility for their table at lunchtime is very successful in building the excellent relationships which exist between pupils of all age groups.

42. Procedures for assessing and monitoring pupils' academic attainment and progress are very good. These play an important part in helping the school meet its aim for all pupils to reach their potential. The school makes effective use of the results of national tests and other assessment data to target areas for improvement and to 'benchmark' pupils' progress. Assessment is used very well to guide teachers when they are planning work. All staff use a common format. Notes are taken at the end of each lesson about what pupils can and cannot do, and these are used effectively to plan for the next lesson. Teachers know their pupils well, and there is also much informal assessment of attainment and progress taking place in classrooms.

43. Procedures for monitoring pupils' personal development are very good. Class sizes are generally small, and this is a further aid to helping teachers to know their pupils' capabilities. They use this knowledge well and give a very high level of support on a day-to-day basis. The school arranges weekly counselling sessions for some pupils, which is proving very effective in building their self-esteem and confidence. Teachers share information daily with other members of staff to ensure support and monitoring of pupils' personal development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school has very good links with parents, who are well disposed to the school and what it has to offer. They know that their children are happy and secure in school and believe they make good progress because of good quality teaching. This has resulted in parents and friends of the school raising a considerable amount of money to build a new classroom to house the additional children.

45. Parents who attended the pre-inspection meeting, and those who completed the parents' questionnaire, are generally very pleased with what the school provides and achieves. However, many parents would like a wider range of extra-curricular activities. The inspection views the current provision as satisfactory.

46. The quality of information provided to parents about their child's progress is satisfactory. There are half termly newsletters and weekly bulletins which keep parents well informed about forthcoming events. The school prospectus and governors' annual report to parents are informative and meet legal requirements. Pupils' annual reports clearly show what pupils know, understand and can do in all subjects of the curriculum. There is one parent teacher consultation evening in the autumn term, and parents are given some opportunity to talk to teachers at the end of the summer term if they have any concerns. However, some parents report that they would like to receive their child's written report earlier to enable them to have an informed discussion with the teacher at the end of the summer term. Inspectors agree with their view.

47. The school makes clear in its prospectus that parents can visit the school at any time if they would like to see their child's work. It also provides a number of workshops throughout the year to enable parents to become more involved in their children's learning. Parents are also given advance notice of the topics their children will be studying. The governors' annual report to parents fulfils requirements.

48. Parental involvement in their children's learning is good. The school provides an early learning booklet for parents to use before their child starts school. The majority of parents are happy with the school's arrangements for homework, which is now given consistently according to school policy. Parents are rightly encouraged to help their children at home. Six parents help regularly in the school with reading, information and communication technology, and on educational visits out of school. Parents are always happy to support the school and will come in to help at short notice. For example, 20 parents helped to transport the pupils to the swimming baths during the week of the inspection because normal arrangements were suspended. The hard working 'Friends of Bawburgh School' association meets regularly in the school to organise and plan fund-raising activities. These events are well supported financially by parents, and pupils organise games and run stalls at the Fete.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The quality of leadership and management of the school is good overall. Through her policies and practices, the headteacher promotes in her staff high expectations. She has a strong commitment to the maintenance of very good relationships and teamwork, and is very ably supported in these respects by the senior teacher and other staff, who are always seeking ways to enhance the quality of education provided for pupils.

50. The school's aims to ensure that pupils reach their academic and personal potential, with respect for religious and moral values, are substantially achieved. The very clear educational direction, the day-to-day practices, and the work of the school constitute an excellent reflection of the school's aims and values.

51. The school has dealt well with the issues arising from the last inspection. There is now a detailed and carefully structured school improvement and development plan which identifies action to be taken to meet targets over the current and succeeding years. This strategic document is drawn up by staff and governors after a careful audit of the school and its work. It identifies priorities for development, the setting of targets and the means to achieve them. The priorities chosen are appropriate, and action to reach them is planned in detail. For example, a full programme is defined clearly in the relevant action plan to raise standards in literacy, through more use of the library, better handwriting and spelling.

52. Curriculum planning is much better than at the time of the last inspection. Older pupils with special educational needs now have full access to the curriculum, as do all other pupils. The school has maintained its standard of provision for pupils' personal, social and health education, and standards in mathematics and science at Key Stage 2 show improvement from the time of the last inspection. The National Literacy and Numeracy Strategies have been well implemented. The extent of governors' involvement in the life of the school is better than it was at the time of the last inspection. Indeed, there is a purposeful and business-like relationship between the governors and the staff of the school, which ensures that the pupils are taught in a climate of teamwork, enjoyment and challenge.

53. An appropriate subcommittee structure and programme of meetings ensures that important decisions about the future of the school are made carefully. Governors now maintain a clear focus on improvements. They are well informed about the strengths, developmental needs and day-to-day workings of the school by the headteacher, and through their own monitoring and evaluation. The chair of the governing body in particular pays

regular visits to the school, to consult with the headteacher and staff, to observe the work of the school, and also to assist in some lessons and assemblies. Some other governors keep a similarly high profile in the school. Some are new to their responsibilities, for example with regard to having oversight of the National Numeracy Strategy. Nevertheless, through being well informed, and through a thorough analysis of test results, governors are becoming increasingly aware of the standards and of what needs to be done to maintain and improve the school.

54. The governing body fully meets its statutory duties, including the requirement to provide for pupils with special educational needs. The co-ordinator for special educational needs is effective and manages the school's provision well. The school fully complies with equal opportunities legislation. All pupils take full advantage of what the school has to offer.

55. The headteacher and other members of staff have a very good system for monitoring the quality of teaching and learning over the longer term. All teachers are regularly monitored by the headteacher to determine their impact on pupils' learning. This process follows prearranged criteria, for example how teachers organise their pupils and control pupils' behaviour. Strategies for improvement are identified in whole staff discussion, and targets for improvement are set as appropriate. There are four new members of staff employed on a part-time basis to teach specific subjects in Key Stage 2, such as physical education, science, and dance/drama. The prospects for this approach to teaching and learning are promising. However, too little attention is given currently to monitoring and supporting in lessons the work of these teachers to ensure that they quickly employ the good teaching strategies already used by the longer established and often full-time teachers. Nevertheless, the school is well placed to train student teachers because its arrangements for this aspect of its work are well supported by competent existing full-time teachers.

56. The school is staffed by an appropriate number of teachers who are suitably qualified to teach the subjects of the primary school National Curriculum. All teachers have job descriptions, which are regularly reviewed. There are good systems for the induction of new teachers. Most subjects have designated teachers to act as co-ordinators, with the current exception of music. Staff development is firmly linked to the school improvement and development plan and is designed to enhance the school's quality of teaching and to contribute to teachers' professional development.

57. Available teaching assistants work well alongside teachers to support individuals and groups of pupils. Administrative, caretaking and cleaning, and midday staff work effectively and contribute to the smooth running of the school.

58. The accommodation is adequate for teaching the national curriculum. The management of the school is inventive in the way that every 'nook and cranny' is put to use. However, although classrooms are of sufficient size for the number of pupils, they are small, and space for practical activities is cramped. Staff and pupils have developed a range of strategies to manage the accommodation in such a way as to ensure that all subjects can be taught and disruption to lessons avoided. For example, one classroom that is used for assembly each morning is rearranged by staff and pupils as a classroom immediately after assembly. Unfortunately, this leads to approximately ten minutes delay each morning before lessons can start, and compounds over a week to an unsatisfactory amount of time for teaching the

required subjects. Two classrooms are used as dining halls at lunchtime, which causes further disruption. There is no hall, so gymnastics can be taught outside only during fair weather. The library runs through a corridor that connects two classrooms. The outside play areas are very good and include hard play area painted for a range of games and extensive grassed and wooded areas. Bench seats are available outside for those pupils who wish to sit quietly and talk.

59. Resources for learning are satisfactory overall. Resources are satisfactory for English, information and communication technology, design and technology, history, geography, art, physical education and the under fives. Resources for mathematics, science, religious education and music are good. The library has a wide range of non-fiction material arranged according to a colour-coded system. Very good use is made of visitors and educational visits as additional resources.

60. The school's specific grants are used to good effect for designated purposes. Money received to support pupils with special educational needs is augmented from the school's own finances where necessary to provide extra support for these pupils.

61. The principles of best value are applied well in the school's use of resources. There is some monitoring of the effect of the school's spending on standards achieved. Governors make their decisions about spending after carefully considering all the options available. The headteacher and chair of governors are the first people to enter into discussion in these instances, before the rest of the governing body engages in further discussion. In this way, the governors act prudently in their use of available finances. Comparisons with national and local data about pupil performance in statutory tests are made as appropriate, and conclusions often have an impact on the school's action planning.

62. The considerable overspend of the school budget, agreed with the local education authority, is rapidly declining, and the school should move 'into the black' within two years. The school has appropriate systems for day-to-day control of finances, but there has been no audit of its finances for four years. The school should seek to rectify this matter as soon as possible.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The headteacher, staff and governors should now:

- Improve the arrangements for the teaching of specific subjects in Key Stage 2 by:
 - * reviewing the arrangement of using ‘specialist’ subject teachers for its effectiveness;
 - * monitoring the quality of teaching in those lessons taught by part-time ‘specialist’ teachers and ensuring that they share the good classroom practices evident in the school;
 - * ensuring that these teachers are provided with appropriate experienced classroom support where necessary.
(Paragraphs: 13, 17, 23, 136, 140)
- Give more opportunities for pupils in Key Stage 2 to use computers in control technology, monitoring and simulations.
(Paragraph: 8, 126)

Minor issues:

- The governors should also consider including in their action plan the need to:
 - * raise the level of attendance by making known to all parents that pupils should not take family holidays during the school term;
 - * seek ways to ensure that the time for teaching pupils in Key Stage 2 meets the national average.
(Paragraphs: 15, 40, 58)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	28	51	21	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	98
Number of full-time pupils eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	38

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	4	10	14

National Curriculum Test / Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	4	4	4
	Girls	10	10	10
	Total	14	14	14
Percentage of pupils at NC Level 2 or above	School	100 (100)	100 (100)	100 (93)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	4	4	4
	Girls	10	10	10
	Total	14	14	14
Percentage of pupils at NC Level 2 or above	School	100 (100)	100 (93)	100 (93)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	98
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes:

YR – Y6

Total number of qualified teachers (FTE)	5.5
Number of pupils per qualified teacher	17.8
Average class size	24.5

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	30

FTE stands for full time equivalent

Financial information

Financial year	1999/2000
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	£
Total income	189680.00
Total expenditure	182075.00
Expenditure per pupil	1858.00
Balance brought forward from previous year	-21588.00
Balance carried forward to next year	-13983.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	105
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	47	2	0	0
My child is making good progress in school.	60	31	2	0	7
Behaviour in the school is good.	60	40	0	0	0
My child gets the right amount of work to do at home.	38	44	11	0	7
The teaching is good.	67	27	0	0	7
I am kept well informed about how my child is getting on.	38	51	9	0	2
I would feel comfortable about approaching the school with questions or a problem.	62	36	0	0	2
The school expects my child to work hard and achieve his or her best.	80	18	2	0	0
The school works closely with parents.	44	47	7	2	0
The school is well led and managed.	62	38	0	0	0
The school is helping my child become mature and responsible.	69	24	4	0	2
The school provides an interesting range of activities outside lessons.	9	36	22	20	13

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. Children start school in the reception class at the beginning of the academic year in which they become five. They attend mornings only for the first half of the autumn term. Currently, 23 children attend the school in the reception class. The last inspection found that the needs of children in the foundation stage were generally well catered for. There are now more children in the reception class than there used to be, but the fact that good standards have been maintained is a tribute to the management skills of the reception class staff. The good quality teaching is having a positive effect on children's learning.

65. There is a wide range of attainment on entry to the foundation stage in the reception class. Initial assessments of these children show that the majority have average skills in language and literacy and in mathematics, and that their personal development is good overall. On the evidence of observations during the inspection, children quickly develop good speaking and listening skills, and there is a good level of personal independence. A few children have very good skills in number. Most have already attended a nursery or playgroup.

Personal, social and emotional development

66. By the time children leave the reception class they easily achieve the early learning goals in their personal, social and emotional development. Many children have advanced skills in this area, and have very good relationships with each other and with their teacher and the classroom assistant. This reflects the good attention given by the staff to this aspect of children's development. Children organise themselves well when preparing for physical education lessons, and share classroom equipment. For example, they happily take turns with the computer and use outside play equipment in pairs or larger groups.

67. Children are very enthusiastic about their learning activities. This was particularly noticeable when they acted out the story of 'The Three Bears', and when they talked as a whole class about their favourite toys they had brought to school. The teacher always ensures that children have good opportunities to take part in discussions, and she energetically takes part in the activities herself. For example, the teacher pretended to break the rules about where to store excess clothing during a physical education lesson. This gave the children the confidence to object and to make their own comments about how they should behave. In this way, the children become aware of rules and of what they can do individually to maintain good order.

Communication, language and literacy

68. By the time children enter the first class in Key Stage 1, they communicate well with each other and with adults. Most children develop good listening skills because the teacher's expectations are high and activities are always interesting. Children want to know exactly what they have to do. Higher attaining children confidently make known their opinions clearly, and most are keen to answer questions. Most children talk sensibly about their work and explain what they are doing when they are writing or busy with number activities.

69. Most children, by the time they reach the end the reception year, read simple texts correctly. All know that print carries meaning, and most retell in correct sequence stories they have heard, for example 'The Three Bears'. Their writing shows some understanding of how to write simple sentences, and most write easily recognisable letters. Of particular note is the way that most young children in the reception class discuss, using a good range of vocabulary in clearly constructed simple sentences. The ability to do so ranges from that of lower attaining children who talk very little but who can write their names, to a few higher attainers who can transfer their observations and thoughts to simple written sentences. At the end of a real wall-building activity most children showed they had learned the names of a range of tools, and higher attaining children could explain how sand and cement are mixed to make mortar.

70. Reception class staff make regular assessments of children's attainments in language and communication skills. Children make good progress in this area of learning because the teacher is fully aware of their individual needs and gives them a good range of opportunities to communicate. Whilst many activities are chosen by the children, the teacher ensures that they always work in small groups, allowing time for talk. For example, the class theme in the week of the inspection was 'homes'. The teacher provided a good range of activities, which gave children opportunities to explore and develop associated language through discussion.

Mathematical development

71. Children in the foundation stage make good strides in their mathematical learning, so that by the time they transfer to Year 1 they meet the expectations of the early learning goals. Some children at the beginning of the foundation stage in the reception class have particularly advanced number skills. They already have such skills normally associated with pupils well into Key Stage 1 of the National Curriculum for mathematics. For example, one child could quickly calculate mentally the addition of nine and eight, and could subtract four from 17. However, most children, whilst still progressing well in their learning, have the normally expected levels of attainment for their ages.

72. Nearly all children can count to five; most count correctly to ten, and some count beyond this. Many name in correct order the days of the week, and know the meanings of 'larger than' and 'smaller than'. The teacher makes sure that children have good opportunities to practise these concepts when they explore the story of 'The Three Bears'. They talk about relative quantities of materials and ingredients, such as porridge and building materials. They play with containers in the water and sand trays, and this gives them an idea of proportion and capacity. At the early stage of their time in the reception class, few children can write numbers. By the time they enter Year 1, most can count objects and write the correct digits to ten, though some children are confused about how to write the figures 4,

5 and 7. At this age, most children recognise and name correctly a square, triangle and rectangle. Some examples of learning were seen when children used these shapes to construct models of pigs. They begin to understand graphs when they construct a simple pictogram representing types of houses.

Knowledge and understanding of the world

73. Children enter the reception class with a normally expected range of knowledge. By the time they leave the class they have made sound strides in their learning and most children meet the goals expected in their foundation period of learning. The teacher in the reception class is fully aware of the need for children to develop thinking skills, to formulate ideas and opinions based on knowledge they have acquired. Consequently, there are many opportunities for children to develop knowledge and understanding of the world around them.

74. Children quickly establish skills in their use of technology, for example by regularly working on a computer and pretending to use a telephone in role-play activities. In their topic about homes they learn about different kinds of houses, such as a bungalow or a cottage. Children explore a range of materials and talk about their textures. They learn that materials can change, for example when oats are cooked, or when cement is mixed with sand and water. Good attention is given to developing children's sense of time. They understand the concept of 'yesterday', 'today' and 'tomorrow', and know that they have changed since they were a baby. Children talk confidently about their own home and know whether they live in the village or further away. They are beginning to select for themselves the equipment necessary to carry out their tasks, and then clear away and tidy up at the end of their lessons.

Physical development

75. On entry to the foundation stage in the reception class, most children already have well-developed physical skills. Their hand-to-eye co-ordination is good, and they have little difficulty in manipulating larger equipment, for example to make a chair out of large card blocks. Children move confidently, are generally aware of space, and respond well to instructions to start and stop when engaged in physical activity. They walk, skip, jump and balance in physical education lessons, with reasonable control, and show real enjoyment in all that they do.

76. There is an outside space designated for use by children in the reception class, but the times that they are able to use it are limited. The absence of a school hall means that opportunities for children to enjoy large-scale physical activities are confined to days when the weather is kind. Nevertheless, when pupils do have designated physical education activities, the teacher enters into the spirit of the occasion so well that the children learn at a good rate. They see their teacher as their role model. For example, in a lesson on the playground the teacher ran, sang, and jumped along with the children. The children tried to copy her and to extend their work by thinking up new movements.

Creative development

77. Many of the four year old children who have been in the reception class for only four weeks show well-developed creative skills. They explore a range of creative activities, such as painting, drawing, wax rubbing and modelling. Some children were amazed when making ‘rubblings’ of bricks to see how the ‘picture’ appeared. They take great care when doing their paintings, mixing paints on the paper to produce recognisable finished pictures of bears. Some children produce big, bright and bold paintings, and take delight in showing their finished work to other children and to adults. Most children recognise and name the primary colours, and some can name correctly a few of the secondary colours. Some particularly good paintings were produced, representing the story of the ‘Three Bears’.

78. Children take part well in musical activities, whether singing counting songs or songs associated with stories or games. Once again, this is because of the teacher’s enthusiasm and involvement. She carefully selects a range of songs, some which children already know and, occasionally, songs new to them. In all cases the chosen songs have a number of purposes. For example, when they were playing a group game on the playground children sang confidently and clearly a song about a bear and his honey. This gave children the confidence to take part in the game and to be the focus of other’s attention. Children take on the roles of other characters when they are in the class ‘house’. Some can sustain a character for a reasonable time, and use appropriate vocabulary to signify the role they are playing. However, most children do not have the confidence to be assertive in these kinds of activities.

ENGLISH

79. At both key stages, the proportion of pupils attaining the level expected for their age is above the national average. This reflects substantially the results of the 1999 and 2000 National Curriculum Statutory Assessment Tests. To be more specific, most pupils at Key Stage 1 attain the expected Level 2 and make satisfactory progress. The numbers of pupils who took the tests at Key Stage 2 in 1999 and 2000 were too few to permit valid comparisons with national averages. As they move through Key Stage 2, pupils build on their earlier solid foundations and, by the time they leave the school, most have attained the expected Level 4. To complete this positive picture there are some pupils, at both key stages, who achieve a level of attainment above that expected of their age. This level of achievement reflects the priority the school has placed on implementing the Literacy Hour effectively. Pupils with special educational needs make satisfactory progress, as do those pupils who speak English as an additional language. The school has effectively targeted those pupils who need extra tuition in some aspects of literacy.

Speaking and listening.

80. At both key stages, pupils’ oracy skills are good. At Key Stage 1, the youngest pupils listen carefully to what their classmates have to say, for example when talking about Noah and the ‘Great Flood’. They willingly talk about things they have brought to school and about their interests, and they confidently read their stories and poems aloud. They are

confident to talk in front of a large audience, for example when suggesting, “Someone’s playing with a tank, My Lord”, as a verse in *Kum ba yah* for the whole school to sing in assembly. As they move through the key stage they develop their ideas, speak clearly, and use a growing vocabulary. At the end of the key stage they can talk and listen in different situations and show an understanding of the main points of a discussion.

81. In Key Stage 2, pupils contribute to class discussions and assemblies, for example explaining to their schoolmates why they should be elected to the ‘Environment Committee’. Most pupils are articulate and listen carefully to each other and to their teachers. They ask sensible questions, develop their ideas thoughtfully, describe events accurately and are confident to express their own opinions. In discussions, they listen carefully and ask questions about other people’s ideas. By the time they leave the school they can talk and listen confidently in a wide range of situations. A good example was seen in a literacy lesson when older pupils discussed the ambiguity of the sentence ‘Boy hits girl with ice cream’.

Reading

82. Standards of reading throughout the school are high and mirror pupils’ overall attainment in English. From talking to pupils and listening to them read, their enjoyment and interest are evident both in reading at school and at home. As they move through Key Stage 1, most pupils develop a good phonic knowledge and a relatively extensive sight vocabulary. The home/school reading link makes a positive contribution to the standards achieved. Most pupils are confident in recognising the ‘high frequency’ word lists appropriate to their age. By the end of the key stage they can read these words easily in and out of context, and are well launched into reading. They begin to read silently and gain more confidence when choosing more difficult material. Those pupils reading at a higher level are well on the way to becoming fluent and confident readers.

83. By the time they leave the school, most pupils are reading at least at the level expected of their age. They are independent readers who read with interest, fluency and good pace. They are beginning to understand that what they are reading is not always straightforward and that they have to read ‘between the lines’ to extract the true meaning of a passage. In their reading they are aware of different authors and have their favourites. They understand the importance of plot and characters. For example, a Year 5 pupil explained how she likes the descriptive way in which Jean Ure writes and that her books ‘keep you on the edge of your seat’.

84. Pupils who reach a higher level of attainment are accurate, fluent and well motivated readers who fully understand what they read. They appreciate the meanings of words and phrases, which are beyond the literal, and read some demanding texts, for example short novels, poetry and non-fiction. The school places an important emphasis on pupils’ developing good research skills. Older pupils at Key Stage 1 find information confidently, using the contents and index of reference books. Their contemporaries at Key Stage 2 understand how a library is classified in the Dewey system, and how a glossary can be helpful. Higher attaining pupils use skimming and scanning techniques in their research.

Writing

85. Standards of writing at both key stages reflect overall attainment. In the school improvement plan it is recognised that extended writing is an area for further development and more time is allocated to this aspect. Indeed, the results of the latest Statutory Assessment Tasks indicate some success.

86. By the end of Year 2, most pupils write stories in the correct sequence with properly organised sentences. The meaning is clear, and basic grammar and punctuation are generally used correctly. Most pupils can write in story form, showing a clear development on their earlier work. Spelling of the most commonly used words is accurate and pupils make plausible attempts to spell longer words. Most pupils use dictionaries confidently to support their spelling. Handwriting is clear, accurate and generally consistent. A significant number of pupils are developing a joined and legible style.

87. At Key Stage 2, most pupils are developing a sound understanding of how English works; grammar, punctuation and spelling are usually accurate. For example, they understand how adjectives and adverbs can be used to make their writing more interesting. Their work is well organised. They recognise the need to write for different purposes with a particular audience in mind. For example, they rewrite the story of 'Black Beauty' from the viewpoint of 'Darkie'. They understand the importance of planning their written work, with a setting, characters, and a plot that has a suitably convincing ending. Pupils are taught drafting techniques to improve the quality of their writing. The school recognises that the handwriting of some older pupils could be improved to enable them to develop a neat, fluent handwriting style. Older pupils write with a variety of pens, including biro, fibre tip and ink. A consistent approach to the use of handwriting tools will play a positive part in any improvement.

88. The quality of teaching at both key stages is consistently good. A feature of this good teaching is the interaction with pupils. Teachers know them well as individuals. Lessons are well introduced, ensuring that pupils know what they have to do. Work is well planned and taught using the framework of the National Literacy Strategy. Teachers work hard to ensure that their lessons are interesting and, wherever possible, links are made with other subjects. Work in both key stages is planned to make sure that pupils are all given tasks appropriate not only to their year group but also to their ability. Teachers use good questioning techniques to test pupils' previous learning and to check their understanding. Short term planning is detailed. Assessment of what pupils can or cannot do in their lessons enables teachers to plan future work effectively. Teaching assistants make a valuable contribution to the support of pupils with special educational needs. Information and communication technology plays an important part in developing pupils' literacy skills, for example in word processing. It gives pupils good phonic support when they practise their individual spelling lists.

89. The pupils' response to English is generally good. Most work hard and show interest in their work. In whole class and guided group work they make useful contributions and show good independence when required. Assessment of pupils' learning in English is very good. Standardised tests and optional and Statutory Assessment Tests are used to assess and monitor pupils' progress and to help teachers to set individual pupil targets. Resources to support the Literacy Hour are good; dictionaries, thesauri and encyclopaedias are easily accessible, with a wide range of 'Big Books' for shared work. The reading scheme is colour coded for ease of use. The school library has a wide range of reference books and has a positive impact on reading standards and pupils' research skills.

MATHEMATICS

90. National test results at the end of Key Stage 1 in 1999 show that standards have remained high over the past four years, with nearly all pupils reaching at least the nationally expected Level 2, and a considerable proportion of pupils reaching the higher than expected Level 3. Results at Key Stage 2 over the four years to 1999, whilst there was a dip in 1998, show an upward trend in the proportion of pupils reaching the nationally expected Level 4. Currently unpublished results for 2000 show that nearly all pupils reached the expected level, with nearly half the pupils reaching the higher than expected Level 5, thus continuing the upward trend. Valid comparisons with national averages, including comparisons with similar schools, are difficult to make because of the relatively small numbers of pupils taking the tests.

91. Inspection findings confirm that the majority of pupils currently at the beginning of Year 6 are likely to achieve the national expectation, with a high proportion achieving above this. This judgement reflects an improvement on the standards reported in the last inspection report. By the time they leave the school, nearly all pupils reach the levels expected for their age and ability, matching the targets set for them following regular assessment of their attainment and abilities.

92. In number work, most pupils by the end of Year 2 recognise and understand place value to two digits. They add on to two-digit numbers with confidence and understand the concepts of 'more than' and 'less than'. Pupils' awareness of the value of coins is sufficient to tackle the problem of finding the smallest number of coins to make up varying amounts, such as 36p or 58p. Some higher attaining pupils at the beginning of Year 2 can do this with ease. Most pupils know well the characteristics of basic two-dimensional shapes, such as a rectangle a square and a triangle, and describe correctly the differences between them. A few higher attaining pupils describe a pentagon and a hexagon. Pupils complete addition and subtraction equations of the type $44 + 9 = 53$ and $27 - 12 = 15$, and most know the 2's, 3's and 5's multiplication tables sufficiently well to make simple calculations accurately.

93. By the end of Year 6, most pupils are adept with the full range of the multiplication tables, which they use well in their calculations. Inverse relationships of division and multiplication are generally well understood. They add and subtract 3-digit numbers, and higher attaining pupils can do this with 4- and 5-digits. At the beginning of Year 6, in work on measures, pupils use formal units for calculating perimeter, but do not yet measure area in this way. Nevertheless, they have some understanding, because they measure the area of objects such as their own hand by drawing around it on squared paper and then counting the

squares covered. They tell the time in minutes and hours, but lower attaining pupils find the 24-hour clock difficult to understand. Higher attaining pupils complete some challenging problems to find journey times. Pupils are not sufficiently knowledgeable about units used to measure weight or capacity. However, they are becoming proficient in the application of decimals to one place, and should have extended their expertise to two places of decimals by the end of the year. Work on shape and space shows that pupils can use the appropriate mathematical terms such as 'vertices', 'edges' and 'right angles', and that they understand the relationships between shapes, such as scalene, isosceles and equilateral triangles. In data handling, pupils collect data on such topics as hair colour, colours of sweets in a packet, and methods of transport to and from school. They use tallies and construct pictograms, block, bar and pie charts. Using a data based program on a computer and printing out a relevant chart often completes this work.

94. Pupils' response to mathematics is good. They apply themselves well to answering mental arithmetic questions at the beginning of the Numeracy Hour lessons. These times are particularly lively, so that all pupils in a class become involved with the excitement of the competition. From an early age, pupils show good levels of concentration, both in whole class discussion and in the many opportunities to work individually and in small groups. This raises significantly the quality of pupils' learning, as was seen in a Years 3, 4 and 5 lesson on shape and space. Some pupils worked quietly and with concentration on the computers to test various shapes to see if they would tessellate, whilst others recorded in their workbooks the properties of a range of two-dimensional shapes. Pupils are co-operative and help each other in a mature way. Pupils with special educational needs respond well to the good level of support they receive and make sound progress in their learning, as do those pupils who speak English as an additional language.

95. The quality of teaching seen in all lessons was good. The school has embraced well the principles of the National Numeracy Strategy, and some teachers apply its strategies effectively to other subjects in the curriculum. Introductions to lessons are always well structured so that they captivate pupils' interest and remind them of previous learning. In all classes there are very good relationships between teachers and pupils. This is evident in the way that teachers deal positively with pupils' answers and in the use of praise to motivate them. As a result, pupils are confident to give tentative answers to questions they find difficult, and this enables challenging questions to be asked. Teachers manage pupils' behaviour very well in line with school policy. Well established class rules reflect very high expectations of behaviour. The result is a comfortable environment to help pupils concentrate on learning, particularly when they work independently or in small groups. Teachers know their pupils very well. They use well the results of the good assessment procedures to plan work appropriate to each pupil's level of attainment. In this way, pupils of all levels of ability are well catered for. The pace of lessons is generally appropriate, although teachers too rarely set time limits for the completion of tasks.

96. Homework is set regularly. Its complexity deepens as pupils move through the school, and extends work that is currently being undertaken in class lessons. Most pupils enjoy homework and the older pupils see its relevance to supporting their progress. The co-ordinator is a long established teacher who has good oversight of mathematics teaching in

Key Stage 2. She is ideally placed to carry out her responsibilities because she teaches mathematics to all pupils in Key Stage 2, and also has some opportunities to observe lessons in Key Stage 1. Consequently, there are good facilities for consultation, comparison and evaluation of the school's provision for mathematics. Weaknesses are identified and steps taken quickly to remedy them.

97. The contribution made by other subjects to pupils' competence in numeracy is satisfactory. Examples are seen in information and communication technology when pupils are developing their data-handling skills, and in design and technology when drawing up plans for a new building. Resources to meet National Curriculum requirements in mathematics are satisfactory overall, although space in some classrooms is very cramped.

SCIENCE

98. In the 1999 and 2000 statutory tests and assessments taken by pupils at the end of both key stages, most pupils attained at least the expected levels for their ages and abilities. Most pupils at Key Stage 1 reached the nationally expected Level 2, with a high proportion reaching the above expected Level 3. At Key Stage 2, nearly half scored at the nationally expected Level 4, with half of the pupils reaching the higher than expected Level 5. Inspection findings confirm that pupils currently at the beginning of Year 2 and Year 6 are similarly on line to reach the expected level for their ages and abilities. Again, a good proportion of pupils are likely to reach higher than the nationally expected Levels 2 and 4. These findings match those recorded in the last report. Relatively small numbers of pupils from year to year in Year 6 means that there is some variation in the proportions of pupils reaching nationally expected and above expected levels by the time they are eleven. However, the proportion of pupils reaching Levels 4 and 5 has risen year on year over the past four years. This represents an improvement at Key Stage 2 since the last inspection. The numbers of pupils taking the tests in 1999 and 2000 were too low to permit valid comparisons with schools nationally, or with similar schools.

99. Only one lesson was observed in Key Stage 1 during the inspection. Evidence was obtained from this lesson, from talking to pupils in Year 2 and from looking at current and past work. Similar sources of evidence were used in Key Stage 2 to determine pupils' achievement, as well as from observing the work they were doing in three lessons. From this evidence it is judged that most pupils at the end of both key stages achieve the nationally expected levels, with many achieving above these levels. Pupils with special educational needs achieve in line with the targets set for them, as do those pupils who speak English as an additional language.

100. At Key Stage 1, pupils can name correctly the major parts of the human body, such as the limbs, the heart and the skull. About half of the pupils in Year 2 understand some of the differences between living and non-living things and, at best, say that living things grow, eat and drink. They identify the materials that some things are made of, and sort them into groups according to their texture, for example *furry*, *smooth*, *soft* or *hard*. To extend their ability to classify, pupils investigate a range of magnets and record items that they will

attract. Pupils of all abilities work well together on this task, so that even the lower attaining pupils learn at a good rate. Most pupils in Year 2 know that green plants need water and light so that they can grow. Higher attaining pupils name the main parts of a flowering plant, such as the roots, stem, flower and leaves, but lower attaining pupils name only the flower and the leaves.

101. Pupils in Key Stage 2 make a good rate of progress in their learning, although at the beginning of Year 6 there is still much to do to ensure that pupils meet the targets set for them by the time they leave the school. Most pupils in Years 3 and 4 are clear about what they have to do to plan and carry out a fair test, as applied to their scientific investigations. They apply their understanding to a real life situation, and plan a test to find the most stain resistant sample of floor covering. Some higher attaining pupils, who particularly enjoy the challenge of a problem, discuss in detail the way the test is to be carried out.

102. At the beginning of Year 6, most pupils are aware that animals need to breathe oxygen, which they get from plants, and that carbon dioxide is exhaled by animals to be absorbed by plants. Higher attaining pupils describe correctly the function of some of the body organs, such as the heart, lungs, muscles and kidneys, but no pupil can explain the relationship between the heart and the lungs. Following investigations in lessons, the pupils understand well the working of a simple electrical circuit. They know that electricity will light a bulb when it is in a closed circuit. They know that light travels in straight lines, and some know that it can be split into the colours of the rainbow. They have a more extensive knowledge of plants, and describe how water plays an essential part in plant life. For example, higher attaining pupils say that green plants use a chemical process called 'photosynthesis' to make its food from water and carbon dioxide. Pupils name many bones correctly and describe their functions of support, movement and protection correctly. One important aspect of pupils' attainment at this key stage is their ability to organise themselves when performing investigations. Most know that this work must be clearly planned in writing, and carefully carried out, with results accurately recorded, and conclusions drawn.

103. In the lessons seen in both key stages most pupils had very good attitudes to their work. Only in one lesson was there some demanding behaviour from two pupils. The great majority enjoy science and are keen to work hard. Of particular note is the very good way in which pupils first listen to their teachers, and then discuss in small groups the most efficient way to carry out their investigations. These qualities do much to enhance pupils' learning. In one lesson in Years 5 and 6, despite some disruption, the majority worked quietly and efficiently to discover what mixtures of materials produce carbon dioxide. Pupils are very aware of safety principles and organise their equipment well in their rather cramped classroom.

104. The quality of teaching in Key Stage 1 is good. Two of the lessons in Key Stage 2 were very good, and the other was satisfactory. Teachers have good relationships with their pupils and this factor does much to enhance the quality of lessons and the progress pupils make. A notable feature of the good and very good lessons was the way in which the teachers introduced their lessons by 'recapping' with pupils the work they had done on a previous occasion. This carefully executed approach did much to consolidate learning, to enable pupils to contribute new facts and ideas, and to focus pupils' attention on the lesson. Indeed, in the best lessons the teacher made much of pupils' own ideas for the whole class to construct possible approaches to the investigation to be conducted. Pupils were given good opportunities to work both independently and in small groups, including time to think and

talk together about how they were going to carry out their tasks. In the satisfactory lesson, the pupils were given too little time to think. Resources for the lesson were very good and plentiful, but the pupils were asked to undertake too much in the time available. This approach lost the main aim of the lesson, which was to finely hone pupils' ability to plan and structure their investigative approach to science.

105. The management of the subject is delegated to a recently appointed member of staff who visits the school on a part-time basis for one lesson per week. This arrangement, whilst still in its infancy, needs further thought and development if it is to be truly successful. The school management is aware of this need and hopes to provide additional classroom support from the existing staff who have expertise in the subject.

ART

106. Pupils reach standards appropriate to their age at both key stages. Progress for all pupils, including those with special educational needs and those who speak English as an additional language, is satisfactory.

107. In Key Stage 1, pupils investigate a range of art materials and apply these effectively, for example in their collage of the 'Texture Scarecrow' in connection with their work in science. They mix colours well to give a good visual effect and they confidently use brushes and sponges to make a wall display of the 'Great Flood'. Pupils are encouraged to appreciate the work of famous artists, such as Rousseau, and use their ideas as stimuli in their work on the rain forest. Pupils are taught a variety of techniques when using easily managed materials in three-dimensional work. They confidently use their basic manipulative skills to cut, tear, fold, fringe and stick different papers to make colourful tropical birds to add to their wall display.

108. At Key Stage 2, pupils continue to make satisfactory progress and further develop their skills in painting and drawing. Good examples were seen in the paintings of trees in an entry to the Millennium Art project, where the brushwork and choice of shades of green accentuated the form and colour of the leaves. Pupils build effectively on their close observational skills, for example when using templates to draw horizontal and vertical repeat patterns by their rotation and reflection. This introduces an important concept in visual art, the idea of 'negative space'. Pupils study the work and techniques of other artists, for example Van Gogh, Picasso and Munch.

109. The quality of teaching is at least satisfactory at both key stages. Lessons are planned well, with assessment an integral part of the lesson. Most pupils clearly enjoy the work prepared by their teachers, and work hard. The subject is taught in Key Stage 2 mainly by an experienced specialist teacher. In her brief time at the school she has prepared a useful programme of work which links art with design and technology, with the intention of making art fun, creative and exciting. Plans are very clear, provide a focus for individual lessons, and ensure that pupils make progress as they move through the school. The co-ordinator recognises that additional support is needed in some classrooms to ensure that a small minority of pupils are focused on their tasks.

110. At both key stages, pupils confidently use information and communication technology as another medium and use art programs to illustrate their poems. Sketchbooks are used to develop pupils' ideas, for example simple geometric patterns taken from African masks and shields, subsequently used as a basis for pupils' own designs. Art makes a useful contribution to pupils' cultural development. A good example was seen when older pupils studied Native American Culture and used a variety of materials to make colourful three-dimensional Totem Poles.

DESIGN AND TECHNOLOGY

111. There is insufficient evidence to enable make a secure judgement to be made about pupils' learning in this subject. No lessons were seen during the week of the inspection because design and technology is taught in the second half of the term. School documentation and samples of pupils' past work show that pupils in Key Stage 2 have a broad experience of designing and making, and that elements of the subject are taught in other subjects. For example, as part of science lessons pupils have done some interesting work which explored the properties of hydraulics. They carefully planned models of houses, and constructed them accurately from card and wood. They fitted hydraulic equipment to make figures move in and out of the houses. As part of a history topic, pupils in Key Stage 2 made sandals and clay pots in the style of those used in Ancient Rome. Pupils in Key Stage 1 make a range of models as part of their art work.

112. Good use is made of real life situations to place the subject in context. Pupils look closely at parts of buildings in the local area to establish building design and techniques of construction. With the help of an architect, they drew up plans for a possible extension to the school building. Pupils studied the structure of an umbrella, and then designed and fabricated their own working models out of card. Pupils were asked to evaluate their models and to make suggestions about how they could be improved. The emphasis given to the planning and designing process is impressive. Pupils measure carefully and draw plans as accurately as they can to scale. They are now ready to use computers to model their designs on screen.

GEOGRAPHY

113. Only one geography lesson, at Key Stage 2, was seen during the inspection. This, together with evidence from teachers' planning and a scrutiny of pupils' work indicates that attainment and progress at both key stages are appropriate to pupils' ages. This judgement matches that made at the last inspection about standards at Key Stage 2.

114. At Key Stage 1, pupils' first hand experiences are used as an important resource to develop their early geographical enquiry skills. They follow simple routes around the school and the village and visit the local supermarket. Moving to a wider perspective, they increase their knowledge by looking at other areas of the United Kingdom.

115. Pupils at Key Stage 2 continue to make progress in their studies of map skills. By the time they leave the school at age 11, most are proficient in using Ordnance Survey maps. The majority can use four-figure grid references confidently. Contrasts are made through the use of aerial photographs and other evidence of Bawburgh today and 100 years ago. Pupils understand the concept of land use and identify on such photographs the most common uses of land, for example that used as amenity land or agriculture. Through the Comenius international project pupils learn at first hand about other cultures in Europe, such as those for Greece, Holland and Germany. Integrating geography with history in projects such as 'Doomsday 2000' makes good links with other subjects, and is helpful in promoting the concept of citizenship.

116. Pupils in both key stages make regular visits throughout the year to Marlingford Hall Environmental Centre. Here there are good opportunities to develop fieldwork skills and to explore at first hand habitats and rivers, and to contrast the changes of the seasons. Information and communication technology is used to support pupils' learning. For example, the Internet is used for research and databases to compile demographic information taken from returned questionnaires. Results of researches are printed as graphs, and this enhances pupils' ability to handle data in their mathematics work.

117. Teaching and learning is satisfactory in Key Stage 2. Imaginative lessons are planned through the effective use of resources and activities. Good questioning based on sound subject knowledge makes sure that all pupils are involved. The majority of pupils are interested in geography and listen attentively. In their individual work they concentrate and share ideas with their classmates. There is insufficient evidence for an informed judgement to be made about the quality of teaching and learning at Key Stage 1.

HISTORY

118. Opportunities to see history taught during the inspection were limited to a single lesson at Key Stage 2. From a scrutiny of teachers' plans and pupils' work, it is possible to judge that attainment and progress of pupils at both key stages is appropriate to their ages, and this corresponds to the judgement made in the last inspection report.

119. In Key Stage 1, pupils develop an understanding of chronology. They effectively use their own lives as a starting point, for example from photographs and making their own 'Baby Passport'. As pupils move through the key stage, their studies widen to include the lives of some famous people and important periods in British history, for example the Tudors.

120. Pupils at Key Stage 2 build satisfactorily on their earlier knowledge. They look closely at the culture of the peoples who invaded and settled in Britain. They increasingly understand about life in the past and confidently contrast the lives of people long ago. For example, they explore the similarities and differences between a Celtic warrior and a Roman legionary. Older pupils use artefacts confidently to develop their historical enquiry skills, and draw conclusions about the lives of the Anglo Saxons and Normans from looking at copies of the Bayeux Tapestry.

121. Teaching is satisfactory, and is supported by teachers' good subject knowledge. An interesting range of activities is planned to match the needs of the wide age range and abilities of pupils. Opportunities are taken to extend pupils' writing and complement the work of the Literacy Hour. Teachers make effective use of questioning to recall previous work and to develop pupils' knowledge and understanding. Most pupils are confident when replying to questions about what they have learned. They are eager to share their ideas with their classmates. A good example was seen when the oldest pupils related the information they had found from their three-week homework project as part of 'Doomsday 2000'. Visitors to the school enhance pupils' learning and deepen their understanding, for example the British Legion during a study of Britain in the 1930's. Likewise, visits to Lincoln Cathedral and Walsingham make an important contribution to pupils' cultural development. Information and communication technology is used to help pupils to find information, for example from the Internet. The co-ordinator wishes to further develop this contribution through the increased use of simulations to deepen pupils' understanding and to bring the subject alive.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. There has been a considerable improvement in the school's resources since the last inspection. Planned expenditure through the National Grid for Learning and the school's own resources has allowed the school to renew its computers. These are of good quality and easily accessible in all classrooms. No direct teaching of information and communication technology was observed during the inspection, although pupils were seen working on computers. Evidence from these observations and discussions with pupils and teachers, and from looking at pupils' work, shows that attainment and progress for the majority of pupils at both key stages are generally in line with national expectations. This judgement compares well with that made at the time of the last inspection.

123. At Key Stage 1, pupils use their developing word processing skills to present their work. They show good mouse control when using art programs to illustrate their work, for example when adding stars and houses to their nursery rhymes. They confidently use spelling and number programs in the Literacy and Numeracy Hours. Information is collected in a simple database. In control, pupils confidently program floor robot to move forward, backward and turn through a right angle.

124. This satisfactory progress continues as pupils move through Key Stage 2. There are good opportunities for pupils to further develop their word processing skills, for example in the 'Enterprise' newspaper. They confidently change font, size and colour and insert clip art to their writing. Pupils use databases well to enter information they have collected, such as in a school survey. They use the program to find out, for example, 'how many boys cannot curl their tongues'. Pupils use databases as part of their data handling in mathematics and science to make graphs. The Internet and CD-ROM based encyclopaedias are used to find and print information. In control, pupils extend the work covered at Key Stage 1. They move from the practical situation of working with the floor robot to a more abstract situation of controlling it through a simulation program on the computer screen.

125. It is clear that pupils enjoy working with computers, and a significant number have access to computers at home. This has a positive impact on standards. Of particular note is the ability of all pupils to work independently. Work is planned to involve other subjects as often as possible. These give pupils valuable opportunities to bring their work alive and deepen their understanding, as well as ensuring that the time allocation is used to best effect. Effective assessment procedures are in place to record pupils' progress and to help teachers when planning future work.

126. Although staff are generally competent to teach information and communication technology, the school has identified areas in which they need further training. It recognises, through its school improvement planning, that there is still a challenge ahead to improve standards, particularly at Key Stage 2. Financial constraints have played a part here. Plans for further development mainly comprise the need to purchase a range of new software for computers, so that pupils can undertake work in control technology and monitoring.

MODERN FOREIGN LANGUAGES

127. A part-time teacher of French is employed to teach pupils from Year 2 to Year 6. One Key Stage 2 lesson was observed and was of a good standard. As the subject is infrequently taught in primary schools, pupils' attainment is higher than seen in general for this age.

128. Pupils take a full part in the lessons and have acquired a good level of understanding of a range of French words and phrases. They respond in French to their teacher when she asks them questions about everyday information, such as their age and their names. They can count in the language and some pupils have the confidence and competence to offer answers independently.

129. Pupils respond well to the challenge, listen carefully to their teacher and try hard to respond accurately. The teacher is well qualified and experienced for the task. She makes the lesson fun, and this has a direct impact on pupils' achievements.

130. She makes good use of resources, such as puppets, to stimulate and maintain pupils' concentration and interest. She has high expectations in terms of the quality of response, and uses a student assistant well to contribute to the lesson.

131. The subject has a high priority in terms of building pupils' self esteem and broadening the curriculum, and in both these aims the school is successful. The subject contributes well to pupils' cultural development.

MUSIC

132. Only one lesson was seen in each key stage. On the evidence from these lessons, from observing pupils singing in assemblies, and from looking at a range of school documentation, it is judged that pupils, including those with special educational needs, make satisfactory gains in their learning by the end of both key stages. They reach standards normally expected of their age in the performance aspect of the subject. There is insufficient evidence for a comparison to be made with the standards reported at the last inspection.

133. Pupils in Key Stage 1 develop a good awareness of rhythm and pitch when they take part in singing a range of songs. They sing with gusto in assemblies and in class lessons, and they already know a good range of hymns by heart. Older pupils lead by example, and are confident to sing together without musical accompaniment, although on occasions, as seen in one assembly, pupils play keyboards to accompany whole school singing. The enthusiasm and expertise of the teacher of pupils in Year 1 ensure that all pupils take part in musical activities. In the lesson seen in this key stage, pupils experimented with percussion instruments to produce the sounds they might hear if they had been involved in the 'Great Flood' as described in the Old Testament. They successfully used their own initiative to choose and play percussion instruments and to organise sounds. For example, they used wood blocks to produce hammering sounds, bells to represent rain, and tambours to describe thunder. After practising they were able to tell the story in sound.

134. By Year 6, all pupils begin to read traditional musical notation and to perform simple pieces on tuned instruments, such as recorders. They remember what they have learned in a previous lesson and add to their learning when they practise their work and play new notes on their instruments. A few pupils have specific instrumental tuition on keyboards and violins, and this enhances the quality of performed music in the school.

135. The quality of teaching was good in one lesson and very good in the other. The teaching is characterised by good class control and management, which are supported by clear planning. Teachers know exactly what they want the pupils to learn and make sure that all pupils listen carefully to instructions. Some misbehaviour by a few pupils in one lesson was very effectively controlled. In the very good lesson, the teacher's willingness to become thoroughly involved with the performance set pupils an excellent role model. Pupils were thus encouraged to produce high quality playing.

136. There is a tradition of music of good quality in the school, including a choir and an orchestra. The recent high point was a performance by the school choir in a Norwich festival. The current lack of a permanently employed specialist teacher of music for pupils in Key Stage 2 presents difficulties for the school in developing and maintaining high standards amongst current pupils. There is a need for the school to consider other means to achieve its aims in this respect, to rethink the structure of its provision, and to use existing staff where possible to ensure that pupils in Key Stage 2 are taught a well organised curriculum on a regular basis.

PHYSICAL EDUCATION

137. Opportunities to see physical education taught in school were limited to a lesson in Key Stage 2. However, there was an opportunity to observe pupils at Key Stage 1 in the swimming pool at a nearby middle school. From this evidence it is clear that at Key Stage 2 most pupils attain standards expected of their age, and make satisfactory progress. At Key Stage 1, pupils make very good progress in swimming. In fact, by the end of Year 2, most pupils have achieved the level normally expected of pupils aged 11.

138. In dance, older pupils in Key Stage 2 are aware of each other's movements and can look and move in relation to everyone else. They use their bodies well to make different shapes, and develop co-ordination and poise. By the end of Key Stage 2, pupils practise, improve and refine their performance through individual activity. They respond most purposefully when music is the stimulus. In games, for example volleyball, they develop team skills; most can throw and catch balls of various sizes.

139. Pupils' response in Key Stage 2 is satisfactory overall, with two or three pupils causing irritation in some lessons. The majority of pupils behave well, concentrate on their work and show confidence in performances. They are keen to show to the teacher and to other pupils what they can do. From an early age pupils are taught to put out and tidy away items of equipment, and this assists the organisation of lessons. All pupils take part in dance, games, gymnastics, and athletics. They swim until they have achieved the recommended standard, as outlined in the National Curriculum.

140. In the lessons seen in school the quality of teaching was satisfactory. Pupils are taught by newly appointed part-time specialist physical education staff for games and dance. Although teaching is generally satisfactory there is some cause for concern with the attitude and behaviour of some pupils. Teachers need to make sure that their expectations are fully understood. The management of the school should ensure that support is available as appropriate. In contrast, at the swimming pool an experienced instructor teaches pupils very well, with good support given in the pool by the class teacher. They manage the large number of pupils very well. A feature is the good-humoured approach to which pupils respond well, and this shows in their willingness to try very hard. At present the subject lacks a co-ordinator. Parental help was very good during the week of the inspection in transporting pupils to and from school for their swimming lessons.

RELIGIOUS EDUCATION

141. Only two lessons were seen during the week of the inspection. Further evidence was gathered from a scrutiny of pupils' current work, from observing assemblies with a religious education element, from talking to pupils in Years 2 and 6, and from looking at teachers' planning. From this evidence it is judged that pupils at the end of Key Stage 1 attain standards in line with the expectations of the locally Agreed Syllabus. Standards at the end of Key Stage 2 exceed expectations. Pupils with special educational needs achieve standards appropriate to their ability. The judgement about standards at Key Stage 2 points to an improvement since the last inspection report.

142. Pupils throughout the school learn at a good rate. This is because a good emphasis is given in their daily lives to the teaching of religious facts and ideas. For example, by the end of Key Stage 1, most pupils know that Jesus taught the need for good relationships. They know that He taught us to forgive one another when we do each other wrong. They understand that the Bible contains many stories which tell us how to live our lives, and that it is a special book for Christians. Good teaching ensures that pupils at this key stage gain detailed knowledge of certain stories, for example of 'the Great Flood'. Pupils understand that there are a number of religions in the world, and that each has its own customs and special feasts.

143. Pupils in Year 6 have a more detailed knowledge of a wider range of Christian festivals and stories. For example, they can relate in detail the story of the 'Feeding of the Five Thousand', 'the Wedding Feast at Cana', and the reasons for 'the Last Supper'. Lower attaining pupils are unclear about some specific feasts and periods, such as Easter and Advent. However, they know that the New Testament describes the life and works of Jesus, and that the Old Testament is bigger and records events from the Creation to the birth of Christ. Most pupils can name a range of other world religions, such as Islam and Buddhism, but only higher attaining pupils have sufficient knowledge with which to make comparisons. Of particular note is the way that the oldest pupils in the key stage discuss quite complex ideas. For example, in the lesson seen in Years 5 and 6, pupils confidently offered opinion about compromise, sensationalism and materialism in the right context. These discussions happened as a result of some very good teaching which related a previous whole school assembly about 'the Good Samaritan' to the temptations of Jesus in the desert.

144. Pupils respond well to religious education both in assemblies and in lessons. They like to listen to stories, and then think about them in relation to their own lives and actions. In lessons such as that seen in Years 5 and 6, the school very successfully combines religious education with pupils' personal and social development. Consequently, by the end of Key Stage 2 most pupils of all abilities feel comfortable to offer opinion, to discuss ideas, and to answer questions, because they are valued for their contributions by staff and other pupils.

145. In both lessons seen, the quality of teaching was very good. Both teachers inspired the pupils by their enthusiasm and knowledge. Lessons are well planned and managed, ensuring that pupils listen well and have good opportunities to contribute. Teachers are inventive and use good strategies to encourage full participation. For example, in the Key Stage 1 lesson, the teacher used the narrative about 'the Great Flood' and incorporated a song about Noah, which was sung with great enthusiasm by the pupils.

146. The school makes very good use of the chair of governors, who is a vicar, to help, teach and advise on aspects of religious education. The scheme of work is carefully planned to support the school's aim of 'instilling respect for religious and moral values and tolerance of other religions and ways of life'. The school is substantially successful in meeting this aim. This is partly because the staff responsible for co-ordinating the subject are, as a result of their planning, successful in balancing pupils' acquisition of knowledge with their personal, moral and social development.