

# INSPECTION REPORT

## **LITTLE SNORING PRIMARY SCHOOL**

Little Snoring, Fakenham

LEA area: Norfolk

Unique reference number: 120828

Headteacher: Miss C Stenning

Reporting inspector: Mrs A Grainger  
20782

Dates of inspection: 19 – 23 November 2001

Inspection number: 243450

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Thursford Road  
Little Snoring  
Fakenham  
Norfolk

Postcode: NR21 0JN

Telephone number: 01328 878362

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Appropriate authority: The governing body

Name of chair of governors: Mr A Stewart

Date of previous inspection: 23 September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20782	Mrs A Grainger	Registered inspector	English Science Art and design Music Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19426	Mr C Farris	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23610	Mrs J Denton	Team inspector	Foundation stage Mathematics Information and communication technology Design and technology Geography History Religious education Special educational needs Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated on the northern edge of the village of Little Snoring, three miles east of Fakenham. Pupils come from a scattered rural area, although most are from the village and a few live in Fakenham. With 84 boys and girls on roll, Little Snoring Primary School is smaller than many other primary schools. Very few pupils are from minority ethnic backgrounds and no pupil has English as an additional language. Twenty-seven per cent of pupils are identified as having special educational needs, which is broadly average. One per cent has a statement of special educational need, which is below average. Most pupils with special educational needs have learning difficulties. The percentage of pupils known to be eligible for free school meals (15%) is broadly average. There are two intakes to the school each year. Children with birthdays between the start of September and the end of February, begin in the September of the school year in which they will be five. The others start in January. Before starting at Little Snoring Primary School, most children attend the village pre-school group. Taking the intake as a whole, children's attainment on entry to the school is below average.

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

Little Snoring Primary School provides a good education for its pupils. Pupils in the present Year 6 are achieving average standards in English, mathematics and science. This represents good progress in relation to their attainment on entry to the school. Standards are above average in design and technology and in art and design in Year 6, and pupils make good progress in these subjects as they move up through the school. Pupils' attitudes, behaviour and relationships are very good. The overall quality of teaching and learning is good in Years 1 and 2. While teaching and learning are satisfactory overall in Years 3 to 6, there is a significant amount of good teaching in Years 5 and 6. The range of learning opportunities is good throughout Years 1 to 6. The leadership and management of the school are good overall. The headteacher provides a very good educational direction, but the governing body's involvement in shaping the direction of the school is unsatisfactory.

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

- Pupils make good progress in English and science in Years 1 and 2 and in religious education in Year 2. As a result, they are achieving above average standards in reading and religious education, and average standards in writing and science in Year 2.
- Standards in design and technology and in art and design are above those expected nationally in Year 6. Throughout the school, pupils make good progress in these subjects.
- Pupils respond very well to the school's high expectations of their attitudes and behaviour. They work and play together very amicably and have very good relationships with the adults in school.
- The school provides a good range of learning opportunities for pupils in Years 1 to 6. The provision for pupils' personal development is very good.
- The care for pupils' personal well being is very good. As a result, pupils feel happy and secure in school.
- The headteacher provides a very good educational direction for the school. She is well supported by a staff team who fulfil their responsibilities effectively.

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

- Pupils' progress in reading comprehension and in the basic skills of spelling and punctuation is not as good as in other aspects of English in Years 3 to 6.
- Teaching and learning in science in Years 3 and 4 are unsatisfactory.
- Although computers and new technology are used appropriately to support pupils' learning in some subjects, their use is not well enough established in others.
- The governing body has too little involvement in shaping the direction of the school and is not well enough involved in checking the quality of its work.

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

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

The school has made good progress since its last inspection in 1997. Much effective action has been taken to deal with the weaknesses identified at that time. Particularly noteworthy are the advances the school has made in developing the effectiveness of the staff team and the extent to which teachers share responsibility for the improvement of the school.

Standards in writing, speaking and listening are much better now in Year 2 because the teaching of these key areas is meeting pupils' needs more effectively. While many aspects of pupils' reading have improved, there is still a need to develop their understanding of what they read in Years 3 to 6. Improvements have been made in the arrangements for assessing pupils' progress in reading. Reading books are better matched to pupils' individual needs. Standards are better now in Year 2 in art and design, design and technology, geography, history and religious education. Design and technology standards have also improved in Year 6. Learning opportunities are more stimulating and purposeful in these subjects, and teachers are clearer about what they want pupils to learn. The provision for information and communication technology has improved so that pupils' overall progress in this area is now satisfactory. Further action is needed, however, to develop the use of computers and new technology to support pupils' learning in other subjects. There has been satisfactory improvement in the provision for children in the reception class, including in creative activities and imaginative play.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	D	C	B
mathematics	D	E	E	E
science	C	E	E*	E*

**Key**

well above average    A

above average        B

average                C

below average        D

well below average   E

very low                E\*

With the small year groups of pupils in the school, standards can fluctuate significantly from one year to the next. By tracking the pupils who took the end of Year 6 National Curriculum tests in 2001, it can be seen that the year group made good progress from Year 3 to Year 6 in English, and securely satisfactory progress in mathematics and science. This is even though the overall standards achieved were well below the national average in mathematics and in the lowest five per cent of schools nationally in science. English standards were better. They were close to the national average, and above average when compared with the results achieved by schools with pupils from similar backgrounds. The evidence from the inspection of pupils' school work shows standards, at this point, in the present Year 6 as average in English, mathematics and science. Pupils now in Years 3 to 6 are making satisfactory progress overall in these key subjects, with some good progress in Years 5 and 6. The overall trend in the school's results for these three subjects taken together has been below that found nationally. Nevertheless, the school's targets for improvement are appropriate given pupils' prior attainment. In 2001, the targets were exceeded in English and they were met in mathematics.

The evidence from the inspection of pupils' school work shows standards in Year 2 now as average in English, mathematics and science. In reading, as an aspect of English, standards are above average. These pupils have made good progress in English and science and satisfactory progress in mathematics since the start of Year 1. (This particular year group were average in mathematics when they started school, unlike many other year groups.)

In design and technology and in art and design, standards are above those expected nationally in Years

2 and 6. Pupils make good progress throughout the school in these subjects. In religious education, standards are also above average in Year 2 owing to good progress made by pupils while in Year 2. In all other subjects, standards are as expected nationally in Years 2 and 6, and pupils make satisfactory progress, although not enough evidence was gathered to make a judgement on physical education standards in Year 2. Children in the reception year make good progress in their personal, social, emotional, creative and physical development. They are on course to achieve the nationally expected standards in these areas by the end of the school year. In communication, language and literacy; in mathematical development; and in their knowledge and understanding of the world, children are making satisfactory progress. Few, however, are on course to reach the goals expected for their age at the end of the reception year. Throughout the school, all groups of pupils, including those with special educational needs, progress at a similar rate in relation to their prior attainment.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have a tremendous enthusiasm for school. They are very well motivated and show a keen interest during lessons.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around the school. Their behaviour is based on the principle of respect for others, and this is second nature to them.
Personal development and relationships	Very good. Girls and boys, and pupils of all ages mix together well. They are quick to support each other and to recognise the successes of their classmates.
Attendance	Good. Attendance is above the national average. Pupils are punctual to school in the mornings.

Pupils' very good attitudes, behaviour and relationships, their positive response to the opportunities for their personal development and good attendance, all contribute to an environment supportive of learning.

## TEACHING AND LEARNING

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

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

During the inspection, 28 lessons were observed, all of which were at least satisfactory. One in 10 lessons seen were very good, and two-fifths were good. The overall quality of teaching and learning in English, including the basic skills of literacy, is good in Years 1 and 2 and satisfactory in the reception year and Years 3 to 6. There is some good teaching of writing in Years 5 and 6. In mathematics, including the basic skills of numeracy, teaching and learning are satisfactory overall and good in Years 5 and 6. Science is well taught in Years 1, 2, 5 and 6. It is not taught adequately in Years 3 and 4 where there is a temporary teacher this term. Design and technology and art and design are well taught throughout the school. Religious education teaching is good in Year 2. Teaching and learning in geography, history, information and communication technology and music are satisfactory throughout Years 1 to 6. Not enough information was gathered to make a firm judgement on the teaching and learning in physical education in Years 1 and 2, although they are satisfactory in Years 3 to 6. In the reception class, teaching and learning are good in personal, social, emotional, creative and physical development. They are satisfactory in all other areas.



In most classes, teachers are particularly effective in meeting pupils' individual needs. Work is equally well matched to the requirements of those with special educational needs and those who are higher attaining. Individual needs are not met as well in Years 3 and 4, where there are temporary teachers, as in other classes. Teachers do not make enough use of computers and other new technology to support pupils' learning across all subjects.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils in Years 1 to 6 are provided with a good range of learning opportunities across all subjects of the National Curriculum. In the reception year, the learning opportunities are appropriate to children's needs in the mixed age class.
Provision for pupils with special educational needs	Good. Pupils' needs are identified and are met well. Support staff are effectively deployed to support pupils with special educational needs. Progress is reviewed regularly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school supports pupils' moral, social and cultural development very well, such as through a wide range of visits out of school. Work in many subjects enriches pupils' cultural understanding. Staff are very effective role models for behaviour towards others. Good provision is made for spiritual development.
How well the school cares for its pupils	Good. There is very good pastoral care for pupils and provision for their welfare. Procedures for assessing pupils' academic attainment and progress are good, with satisfactory use of the information gained.

The partnership with parents is good. Parents get very good information, especially about their children's progress.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a very clear educational direction for the development of the school. Teachers fulfil their responsibilities for subjects and areas such as special educational needs well.
How well the governors fulfil their responsibilities	Unsatisfactory. Governors are supportive of the school but they rely heavily on the headteacher to lead developments and to tell them how well the school is doing.
The school's evaluation of its performance	Good. The headteacher has a range of effective strategies for checking how successful teaching and learning opportunities are in meeting pupils' needs. Teachers are also well involved in checking their areas of responsibility.
The strategic use of resources	Good. The school ensures that all its financial and other resources are used well to support and improve the quality of education for its pupils. There is satisfactory consideration of whether the school provides best value for pupils and parents.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school is welcoming.</li> <li>• Their children are well looked after.</li> <li>• The teaching is good.</li> <li>• Their children are expected to work hard.</li> <li>• The school is well led and managed.</li> <li>• Their children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities provided outside lessons.</li> <li>• How closely the school works with them.</li> </ul>

Inspectors agree with parents' positive views. They also agree that there is insufficient provision for additional activities such as sports after school, although they recognise that this is a small school with only a few teachers. The school has plans for improvements in the near future linked to the development

of a school hall. Inspectors judge the liaison with parents to be good.

## **PART B: COMMENTARY**

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

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

1. Pupils' results in the National Curriculum tests at the end of Year 6 in 2001 were close to the national average in English, but well below the national average in mathematics. In science, they were in the lowest five per cent of schools nationally. Compared with the results achieved by schools with pupils from similar backgrounds, pupils' performance in 2001 was above average in English, but still well below average in mathematics and very low in science. The English results in 2001 were similar to the most recent test results at the last inspection. In mathematics and science, the 2001 results were lower than when the school was last inspected. With the small year groups in the school, there is naturally fluctuation from one year to the next in the standards achieved. One pupil in such a small group represents a high percentage. In 2001 one pupil represented 10 per cent. By tracking the pupils who took the tests in 2001, it can be seen that all pupils made good progress in English and securely satisfactory progress in mathematics and science from the start of Year 3 to the end of Year 6. This includes those pupils who have special educational needs and those who are the most able. Girls tend to do better than boys in the English tests, although there is no significant difference between the performance of boys and girls in mathematics and science. Pupils' school work shows that there is no difference in the progress made by boys and girls.
2. The evidence from the inspection of pupils' school work shows that standards at this point in the present Year 6 are average in English, mathematics and science. The overall progress of pupils now in Years 3 to 6 is satisfactory, with some good progress in writing in Years 5 and 6. There are weaknesses, however, in pupils' skills in reading comprehension and in the basics of spelling and punctuation. Pupils are not making as much progress in these aspects as in the other areas of English between Year 3 and Year 6. In mathematics, pupils' progress is satisfactory overall in Years 3 and 4, and good in Years 5 and 6. Pupils' progress in science is presently unsatisfactory in Years 3 and 4 where there is a temporary teacher this term. Good progress is made in science in Years 5 and 6 because pupils are well taught.
3. In the end of Year 2 National Curriculum tests in 2001, pupils' results were well above the national average in reading and mathematics and average in writing. In all three areas, these results were significantly better than when the school was last inspected. At that time, pupils' results were in the lowest five per cent of schools nationally. Compared with the results achieved by schools with pupils from similar backgrounds, pupils' performance in 2001 was very high in reading, well above average in mathematics, and above average in writing. These results represent very good overall progress, especially in reading and writing, in relation to pupils' attainment on entry to the school. As in Year 6, girls tend to do better than boys in the reading and writing tests, although there is no discernible difference in the mathematics tests. There is no difference in the rate of progress boys and girls make with their school work. Teachers assessed pupils' performance in science as average overall in 2001.
4. The evidence from the inspection of pupils' school work shows that standards in Year 2 now are average in English, mathematics and science. Within English, reading standards are above average with a particular strength in reading comprehension. These standards represent good progress through Years 1 and 2 in English and science, and satisfactory progress in mathematics for all groups of pupils. This

particular year group of pupils was average in mathematics on entry to the school, although their attainment in other areas was below that expected for their age on entry to the school.

5. In most years, taking the intake as a whole, children's attainment on entry to the reception year is below average in all areas of learning. Analysis of data for the last three years shows a downward trend in attainment on entry to the school. While in the reception year, children make good progress in personal, social, emotional, physical and creative development. As a result, they are on course to achieve the nationally expected standards in these areas at the end of the reception year. In communication, language and literacy; mathematical development; and knowledge and understanding of the world, children's progress is satisfactory. They are unlikely, however, to achieve the nationally expected standards in these areas by the end of the reception year. Within communication, language and literacy, however, there is good progress in the specific aspects of learning letter sounds and early reading. This gives them a good start towards the above average standards achieved in reading in Year 2.
6. Children in the reception year listen attentively, for example, as they share a story as a class. Most speak in sentences, but their range of vocabulary is more restricted than is normally expected at this age. Many lack confidence in speaking in a large group, although they are better at speaking in one-to-one situations. Children handle books with care and know that the printed words help to tell a story. A few 'read' a simple repetitive sentence, and others talk about the pictures. All children have a satisfactory awareness of letter sounds at the beginning of words. Most children 'pretend write' and are beginning to include recognisable letters in their 'words'. A very few higher attaining children write three letter words. Children count to nine but not all accurately match numerals to the correct number of objects. Very few children write numbers without adult support. Children understand mathematical language such as 'long' and 'short', and know the meaning of 'empty' and 'full'. They recognise and name some simple two-dimensional shapes and, with adult assistance, sequence a series of pictures.
7. Pupils in Year 2 speak confidently and clearly in a range of situations, including class discussions. Higher attaining pupils give detailed answers to questions. All pupils listen carefully to others. Average and higher attaining pupils read fluently and accurately, and have a good understanding of stories and the characters in them. Others persevere in using letter sounds and reading simple texts. Most pupils use non-fiction books competently, for example referring to the contents page and index. Pupils count to 100 in ones, fives and tens, and add and subtract using numbers to 50. They confidently identify tens and units. When working with money up to 20 pence, they accurately find the difference between amounts and multiply. Pupils correctly describe the properties of three-dimensional shapes, tell the time on the hour and half-hour and use standard units of measurement. They are confident in solving a range of practical problems, for example linked to shopping.
8. Year 6 pupils also listen carefully, sometimes for long periods of time. When speaking, they show the awareness of the listener expected at this age and higher attaining pupils give detailed answers to questions. Many pupils have favourite authors and read fairly demanding novels. They successfully apply a range of strategies to help them to read unfamiliar complex words. Their understanding of the texts they read, especially in looking at deeper layers of meaning such as about what motivates characters, is less well developed. Pupils write for a good range of purposes, showing a keen awareness of how to adapt the style according to the purpose of the writing. There are weaknesses, however, in the standards of spelling and punctuation. In mathematics, pupils use mental recall skills successfully when multiplying by up to ten and solve

problems with numbers between 100 and 1000. They understand place value to five and six digits, and add, subtract, multiply and divide with numbers up to four figures. Overall, they have the expected understanding of equivalent fractions, decimals to two places, shape and measurement. Pupils have satisfactory skills in interpreting and recording data, although they do not use computers enough for this area of their work.

9. Overall standards of literacy in other subjects are as expected for the age of the pupils. In Year 2, pupils use books well to find information in subjects such as science. Those in Years 2 to 6 write for a good range of purposes in subjects such as geography, history, religious education and science. Numeracy skills are used and developed well in subjects such as design and technology, geography and history.
10. In science, Year 2 pupils are developing an awareness of the basic principles of fair testing. They make sensible predictions as to what might be the outcome of investigations. Those in Year 6 successfully carry out a range of investigations. There is scope, however, for them to be more involved in planning and carrying out scientific tests. In Years 2 and 6, pupils have the expected knowledge and understanding for their age of all the areas of study required by the National Curriculum in science, although there are a few areas in which pupils are confused. In Year 2, they are unsure about whether some materials are natural or manmade. In Year 6, some are unsure, for example, which major organ of the human body belongs to which system. Pupils' overall progress in science is good in Years 1 and 2, and in Years 5 and 6, but it is unsatisfactory in Years 3 and 4 where there is a temporary teacher this term.
11. In information and communication technology, standards are as expected nationally in Years 2 and 6. Pupils make satisfactory progress in this subject as they move up through the school. They steadily develop their competence in using computers. The standards achieved, and pupils' rate of progress in information and communication technology, are better now than when the school was last inspected. These improvements result from teachers giving pupils better opportunities to use computers, teachers being more confident in teaching the required skills and better resources. Pupils are not, however, applying and developing their information and communication technology skills well enough in all other subjects. While there is some appropriate use of computers in design and technology, geography and history, in other subjects computers are not used sufficiently. This weakness was found at the last inspection and it continues to be an area in which development is required.
12. Pupils' work in religious education is above the standards expected by the locally agreed syllabus in Year 2. These standards are a result of satisfactory progress in Year 1 and good progress in Year 2. They are better than when the school was last inspected. In Year 6, standards in religious education are in line with the expectations of the locally agreed syllabus. Pupils make satisfactory progress from Year 3 to Year 6. The standards in Year 6 are the same as when the school was last inspected.
13. Standards are above average in Years 2 and 6 in art and design and design and technology. Pupils make good progress in these two subjects throughout the school. In geography, history and music, standards are as expected nationally in Years 2 and 6. Physical education standards are also as expected for the age of the pupils in Year 6. In all these subjects, pupils' progress is satisfactory. Not enough evidence was gathered to make a judgement on physical education standards in Year 2. In art and design, design and technology, geography and history, standards are better now in Year 2 than when the school was last inspected. Design and technology standards have also risen in Year 6. These improvements largely result from teaching and learning opportunities being better matched to pupils' needs.

14. Pupils with special educational needs make satisfactory progress overall in the reception year and in Years 3 and 4. Their progress is good in Years 2, 5 and 6. In Year 2, they benefit from the well-focused individual attention they receive in a small class. In Years 5 and 6, the teacher has a keen awareness of their needs and the support assistant is particularly well deployed to give individual and small groups additional carefully targeted support. A similar picture is evident in the progress made by the most able pupils. The school recognises pupils who are especially gifted or talented. This is seen, for example, in the support and challenging work provided for Year 6 pupils in art and design. It is also evident in the success achieved by pupils who are capable, for instance, of achieving levels significantly higher than those expected of most eleven-year-olds in the Year 6 National Curriculum tests.

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

15. Children in the reception year settle into school well and build good relationships with adults and each other. They quickly learn the daily routines. Their attitudes to school life and their behaviour are both very good. They play well together and know how to share and take turns without squabbling. This is seen, for example, as they play in the home corner or the 'estate agents' role-play area. In activities such as printing with their fingers, they share paints well. They know that they must take account of the needs of others and are careful not to disrupt older children working as they play. Children quickly develop a good level of independence and move confidently around the classroom to find the things they need. They work on their own while the teacher deals with another group. They know that their classroom has to be tidied up at the end of sessions and readily join in to do this. There has been particular improvement in the attitudes and behaviour of reception year children since the last inspection.
16. Throughout Years 1 to 6, pupils have very good attitudes to learning. They have a strong enthusiasm for school and take a keen interest in everything that is going on. They are very well motivated and try hard to do well and make progress. They generally listen attentively, both to the teacher and to their classmates, and are keen to answer questions and be involved. Pupils show good understanding and maturity in their discussions, as in an art and design lesson in Years 5 and 6 when they were looking at portraits by famous artists and trying to judge the subjects' feelings from their facial expressions. Pupils in these two year groups sustain deep levels of involvement for long periods of time. In all year groups, pupils settle down to work quickly and most show good levels of involvement, even when not directly supervised. They are particularly well motivated by challenging activities such as sketching their own eyes using a mirror or working out how the earth's rotation is linked to the time zones across the world. When required, pupils work together in class co-operatively in pairs and groups. Their capacity for independent study is developing and pupils confidently use reference books and CD-ROM's to research facts, for example in relation to their work in geography and history.
17. The behaviour of the pupils, both in and out of classrooms is very good overall. The pupils are a pleasure to be with; they are polite and know the common courtesies, for example holding doors open for others. Pupils move around the school in an orderly way. They show good respect for property and treat books and equipment with due care. Behaviour within the school is based on the principle of respect for the other person and this principle becomes second nature to the pupils. This leads to an atmosphere within school that is calm, friendly and non-threatening. Lunchtime is a happy and well-ordered occasion, with pupils of all ages eating together. Older pupils take pleasure in serving and helping the younger ones, while others queue patiently for

their lunches. Playground behaviour is also very good. Activities can be quite energetic, but pupils take good care not to interfere with the activities of others during their play. There was a total absence of any untoward behaviour during the inspection and, from conversations with pupils and staff, such behaviour is rare. No pupils have been excluded from school since the last inspection.

18. Relationships at all levels are very good. Pupils of all ages support each other well and are patient and understanding of those who find the work difficult, especially pupils with special educational needs. Indeed, pupils are keen to recognise and celebrate each other's strengths. They are spontaneously generous in their recognition of the successes of their classmates. Pupils are pleasant and courteous and care for the feelings of others. They show proper respect, as in a 'pretend' baptism during a Year 2 religious education lesson, when the atmosphere in the classroom was spellbound and reverential. Pupils listen respectfully to the views of others. Boys and girls mix well together at playtimes and lunchtime and there is a real family atmosphere within the school community.
19. Pupils respond well to the school's provision for their personal development. This includes working in different groupings both within and across year and ability groups, and also involves opportunities for pupils to assume responsibility. The whole school ethos is built on the individual being responsible for their own performance and, in addition, having responsibility for other aspects of school life. For the younger pupils this includes tidying up the classroom, and such activities are carried out efficiently. The duties increase as pupils move up through the school and, by Year 6, pupils have a range of responsibilities that include support and help for younger pupils at several times throughout the day. Pupils enjoy their responsibilities and undertake them willingly.
20. Attendance during the last school year was good and above the national average. Unauthorised absence was slightly below the national average. Punctuality at the start of the day is good and lessons begin on time. This good punctuality ensures that where lessons take place away from school, such as for physical education, the coaches are able to depart very promptly, hence minimising lost time.
21. Overall, pupils' very good attitudes, behaviour and relationships and their good response to the opportunities provided for their personal development all contribute to the effectiveness of their learning. The school's thorough mixing of pupils at work and at play positively benefits them by enhancing their social awareness and developing their self-confidence. Standards of attitudes and behaviour are better now than when the school was last inspected.

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

22. The overall quality of teaching and learning in the school as a whole is satisfactory. In Years 1 and 2, however, the quality of teaching and learning is good overall. There is also much good teaching in Years 5 and 6. During the inspection, 28 lessons were observed, all of which were at least satisfactory. About one in ten lessons seen were very good and two-fifths of lessons were good. The very good lessons seen were in English in Year 2 and in science in Years 5 and 6. A very good swimming lesson was taken by the instructor at the swimming pool. Examples of good teaching were seen in all classes. All the positive features of teaching found at the last inspection have been maintained.
23. The overall quality of teaching and learning in English, including the basic skills of



literacy, is good in Years 1 and 2 and satisfactory in Years 3 to 6. There is some good teaching and learning in writing in Years 5 and 6. In mathematics, the overall quality of teaching and learning is satisfactory, although it is good in Years 5 and 6. Science is well taught in Years 1 and 2, and in Years 5 and 6. It is not taught well enough in Years 3 and 4, however, where there is a temporary teacher this term. Consequently, pupils in Years 3 and 4 are not learning as well as they should be in science. In religious education in Year 2, and in design and technology and art and design throughout the school, teaching and learning are good. Religious education is taught satisfactorily in year groups other than Year 2. In information and communication technology, geography, history and music, teaching and learning are satisfactory throughout Years 1 to 6. In physical education, they are satisfactory in Years 3 to 6, but not enough information was gathered to make a judgement for Years 1 and 2. In the reception class, there is good teaching and learning in the areas of personal, social, emotional and creative development. There is also good teaching of early reading and letter sounds. In other aspects of communication, language and literacy, mathematical development and the development of children's knowledge and understanding of the world, teaching and learning are satisfactory.

24. What distinguished the very good lessons seen, was the very clear focus of teachers on what they wanted pupils to learn. They showed a keen awareness of the needs of individual pupils in the mixed ability classes and met all of them well. Their expectations of all pupils were high. In the Year 2 English lesson the teacher did not miss any opportunity to develop pupils' basic skills as they worked individually to develop stories. She provided support, for example, if she noticed a pupil not forming a letter correctly and reminded the class and individuals of spelling rules and the use of punctuation. In the Year 5 and 6 science lesson, the introduction provided an intense pace of learning. A wide range of strategies was used, including video clips and demonstration with a globe and torch, to develop pupils' awareness of day and night, the rotation of the earth and time zones. The support assistant was extremely well briefed and contributed very effectively to pupils' learning.
25. The teaching of personal, social and emotional development is good in the reception class because resources are organised to be easily accessible to children. This helps the children to be independent and to show initiative. Children are encouraged to reflect on and understand their feelings. Praise is used well to boost children's self-esteem. Adults provide good role models for behaviour towards others and are successful in encouraging children to be polite and considerate. The teaching of letter sounds is done well in the reception class and this gives good support for children's early reading and writing. There is good attention to the development of children's speaking and listening skills, for example through recording their stories on tape, and through ongoing discussion as they work on activities. There is good planning for the development of children's skills in using small tools such as scissors and paintbrushes. Adults give good attention to this aspect of children's physical development and they make good progress in it as a result. Learning in activities such as imaginary play is effective because adults provide examples of how to develop make-believe situations, which are then extended by the children. Interesting activities are provided, such as printing with vegetables, and these gain children's interest well, making a good contribution to their creative development.
26. In good lessons in Years 1 to 6, activities are well matched to what the teacher wants pupils to learn and effective account is taken of pupils' differing needs. In many lessons, such as in mathematics in Years 5 and 6, the teacher explains what the purpose of the lesson is and how it relates to what has been learnt previously. Good introductions, such as in a science lesson in Year 2, reinforce and develop pupils' prior learning.

There is regular assessment of pupils' learning. This is particularly evident in lessons in Years 1, 2, 5 and 6. In a good music lesson in Years 5 and 6, the teacher made effective use of every moment to support pupils' learning. In this class, and also in Year 2, pupils often respond with particularly high levels of interest. Throughout the school, teachers manage pupils well. This contributes much to the effectiveness of pupils' learning and also to their very good attitudes and behaviour.

27. Often, resources are well selected to support pupils' learning. In history, for example, effective use is made of artefacts, videos and photographs, as well as visits to places of historical interest, to develop pupils' skills of enquiry. Pupils' independence as learners is encouraged through the use of resources that motivate them well. In a Year 5 and 6 geography lesson, for example, pupils worked with sustained involvement using train and ferry timetables to plan a journey. In a Year 5 and 6 mathematics lesson, the resources allowed pupils in one year group to learn effectively without direct input from the teacher. This meant that she could concentrate on teaching the other year group.
28. Effective questioning is a feature of many lessons. This is sometimes used to assess what pupils know and understand before moving on to the next part of the lesson. Questioning is also used to help the teacher gauge pupils' learning at the end of the lesson to support the planning of the next lesson. In science lessons in Years 1 and 2, questioning was used well to help pupils to make sensible predictions before carrying out investigations. In a religious education lesson in Year 2, sensitive questioning led pupils to think deeply about issues of customs and faith. Throughout Years 1 to 6, homework is used well to support pupils' learning.
29. Teachers plan effectively for pupils with special educational needs and work is well matched to the targets set for them. Learning is good overall in Years 2, 5 and 6, and satisfactory in other year groups. Good co-operation between teachers and support staff ensures that pupils with special educational needs progress at a similar rate to other pupils in the same classes. In a geography lesson in Years 5 and 6, for example, good use of a computer program supported learning for pupils with special educational needs. More challenging questions and opportunities for research at the same time challenged the higher attaining pupils. In Year 2, challenging planning for the most able pupils ensures they reach their potential, especially in reading.
30. Even though teaching is at least satisfactory in all subjects throughout the school, except in science in Years 3 to 4, there are some areas in which improvement is needed. In the reception class, activities provided after direct teaching in mathematics are not always interesting enough to sustain children's involvement. There is not enough use of wheeled and push and pull toys out of doors for pupils' physical development, although the overall teaching in this area of learning is good. This results in missed opportunities for the development of pupils' knowledge and understanding of the world, for example in early scientific investigation.
31. In Years 3 and 4, the pace of lessons is sometimes rather slow. Pupils are kept together as a class listening to the teacher when they might be more profitably involved in other activities. This was seen in an English lesson when the discussion was continued after it had served its purpose. In a music lesson in the same class, pupils were not given enough opportunity for practical work. In Years 3 and 4, the use of additional adults is not as effective as in other classes. On occasions the organisation of lessons, with long periods of the teacher talking to the class, makes the involvement of the other adults in pupils' learning difficult. Overall, teachers are not as demanding of pupils in Years 3 and 4 as in other classes. This is seen, for example, in expectations

of the standard of pupils' handwriting. A significant number of pupils in this class have untidy handwriting. Year 3 higher attaining pupils are not always challenged well enough in mathematics lessons. The purpose of lessons is not always communicated to pupils in this class. As a result, pupils are not clear enough about what they are aiming to achieve.

32. Throughout Years 3 to 6, teachers do not give enough attention to the teaching of basic punctuation and spelling. This is even though there is good teaching of some more complex aspects of writing in Years 5 and 6. Reading comprehension skills are not developed well enough from Year 3 to Year 6, although this is done well up to Year 2. Marking is inconsistent throughout the school. While most work is marked and sometimes praise is given, not enough written feedback is provided to help pupils to know how to improve their work. While there are computer programs to support work in all subjects, there is scope for greater use of computers to support pupils' learning across the different subjects.
33. In Years 3 and 4, science teaching is unsatisfactory because it is not sufficiently developing pupils' scientific knowledge, understanding and skills. There is too great an emphasis on pupils using commercially produced workbooks and finding information for themselves in books. While this develops their skills in using books for research, it is not moving their learning on sufficiently in science. The marking of pupils' science books in this class is unsatisfactory.

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

34. The quality and range of learning opportunities for children in the reception year is satisfactory and manageable within a mixed age group setting. There is a satisfactory scheme of work in place for teaching children in the reception year who are taught in a class alongside Year 1 pupils. The scheme covers all the required areas of learning and makes satisfactory use of a range of activities, which includes the promotion of creative and imaginative play. In this respect, there has been improvement since the last inspection. The range of learning opportunities contributes to children's satisfactory progress overall. However imaginative play and physical development are hindered by the lack of enough opportunity to use outdoor resources such as wheeled toys and climbing equipment. Some activities are not always challenging enough for the highest attaining pupils who may benefit from working with Year 1 pupils, although sensitive support is given for pupils with special educational needs.
35. The curriculum for pupils in Years 1 to 6 is good. It covers all the subjects of the National Curriculum and religious education well. It takes good account of pupils who have special educational needs as well as those who have potential for higher attainment or a special aptitude such as in art and design. Weaknesses identified at the last inspection have been efficiently dealt with. There are now schemes of work for all subjects and specific plans for learning each half term and weekly. The learning opportunities promote good progress and above average standards in aspects of art and design and design and technology throughout the school, and in religious education, science and reading in Year 2. Schemes of work are in place for all subjects. A long-term curriculum plan ensures that teachers know what is taking place in all year groups.
36. Opportunities in information and communication technology have improved since the last inspection. They are helping pupils to achieve the nationally expected standards in

Years 2 and 6. However, while computers are used appropriately to enhance learning opportunities in some subjects such as design and technology, geography and history, there is still not enough use of computers across all other subjects.

37. The overall effectiveness of the National Literacy Strategy is good. Pupils are given a wide range of opportunities to write for different purposes not only within English lessons but also in subjects such as geography, history, science and religious education. The use of the strategy has promoted good skills in reading in the reception year and in Years 1 and 2 resulting in higher than average achievement when pupils reach Year 2. It has been less successful in promoting reading comprehension skills and spelling and punctuation in Years 3 to 6 so that progress in these specific areas of English is in need of improvement.
38. The contribution of the National Numeracy Strategy is satisfactory. Pupils are given appropriate mental activities in lessons. They also pursue learning in all aspects of mathematics, such as in shape and space, time and measures and handling data as well as calculations in number and solving problems. Numeracy is well used in some subjects such as design and technology but does not feature enough in subjects such as science. While pupils have a secure grasp of handling data on the computer these aspects could be used more in a range of subjects to raise standards further.
39. The provision for pupils with special educational needs is satisfactory in the reception class and good throughout Years 1 to 6. Appropriate procedures are in place, which meet the Code of Practice requirements. Individual education plans are clear and give direction for activities to support pupils' targets. These plans are reviewed termly, but updated more frequently if the need arises. Pupils with special educational needs are always given good support, in line with their level of need, in order to have full access to the curriculum. Higher attaining pupils are helped separately and given learning opportunities that challenge them well in most classes. Year 3 pupils are not, however, always sufficiently challenged in mathematics. Overall, the school makes good provision for ensuring equality of access for pupils in their learning across the whole curriculum.
40. Good provision is made for pupils' personal, social and health education. Visits from the police provide pupils with information about personal safety. The nurse is involved in the school's teaching of sex education, and awareness of drug and alcohol abuse. Aspects of a healthy life are also covered in specific health education lessons.
41. The school's provision for extra-curricular activities is unsatisfactory. There are no extra-curricular activities for pupils such as sport, art or table games. Plans are in place to rectify this in the very near future. The school sees the forthcoming development of a hall as providing opportunities for the introduction of sporting activities. There is, however, good enrichment offered through visits to local shops, museums, art galleries and places of historic interest. The school welcomes a range of visitors to talk to pupils, such as an artist and a Colombian priest who worked among street children.
42. The school has satisfactory links with the local community through visitors to the school. There are links through visitors helping with local studies and parents sharing in these lessons. There are good links with the local supermarket and shop. The nurse offers 'drop in' facilities for parents and pupils on the premises. The local police speak in assemblies about dangers in the environment such as building sites, as well as exhibiting police dogs. A lay reader visits regularly to speak to pupils in assemblies and lessons.

43. Relationships with other schools and organisations are satisfactory. The reception year teacher and nursery nurse make regular visits to the playgroup. The new intake children visit the school with their staff before entry. There is co-operation with other schools for pupils to have access to facilities for physical education lessons. Secure links with the high school to which most pupils transfer at the age of 11 ease the change to the next phase of education. Pupils have two day visits prior to transfer. The Head of Year 7 from the secondary school also visits pupils while still at Little Snoring Primary School. Recently, pupils in Year 6 shared a Remembrance Service with pupils in Year 7 at the secondary school.
44. The school makes very good provision for pupils' moral, social and cultural development. Provision for spiritual development is good. All the strengths found at the last inspection in the provision for pupils' personal development have been maintained, and there have been some improvements. Assemblies are mostly class based, except for whole-school assemblies on Mondays because of the constraints of space. This does not, however, dilute the collective worship and the good contribution it makes to pupils' development. Pupils gain an insight into their own beliefs and those of other cultures, through celebrations on the calendar and opportunities for reflection. This is enhanced by the inclusion in assemblies of a focal point that makes a good visual impression, such as pictures, or something of beauty. Older pupils are encouraged to share their personal beliefs, but also to accept that others may not have beliefs and to respect this situation. Work in religious education provides pupils with opportunities to reflect on the values and beliefs of other cultures. Across the curriculum there are opportunities for reflection, such as through stories, work in art and design, music, geography and history. Pupils are sensitively supported to consider realities in life, such as death and how it affects us.
45. All adults are very good role models for pupils' moral development. Opportunities are regularly provided for pupils to think about difficult situations and how they might be put right. As a result, pupils have a very good understanding of the difference between right and wrong. Pupils are guided to think about situations outside of school and how they affect other people. Parents are sometimes involved in a group discussion if a wrong needs to be put right. A particular strength of moral teaching is the emphasis on consideration of how a person may be hurt inside and how this can be rectified. Staff have high expectations of behaviour and give good opportunities to pupils to consider these issues through visitors to the school, such as the policeman and nurse.
46. A programme of personal, social and health education successfully ensures pupils think about their place in society and its responsibilities. Opportunities are given for older pupils to care for younger ones, for example at break times and lunchtimes. At lunchtime, pupils are in mixed age groups. This develops a sense of responsibility in older pupils, as well as care and concern for others. Older pupils present assemblies for younger ones and in preparation consider the language they need to use to communicate with younger pupils and also when helping them with computers. A programme of social communication is in place to help pupils who find communication difficult. Pupils with special educational needs have their strengths in subjects promoted to build their self-esteem. They are also involved in reviewing their own individual education plans so that their success is emphasised. With support from staff, pupils ran a 'Blue Peter' charity appeal to consider those less fortunate than themselves. Pupils travel to other sites for physical education and swimming and go out on visits where they learn to respect other venues as well as their own school environment.
47. Overall, very good provision is made for pupils' cultural development. Pupils are taught

about their own culture through history and the good range of visits they make to museums and art galleries, and also through the visits of an artist to school. Through dance they are given an insight into music and rhythm from different times, cultures and places. Opportunities are provided to listen to music from different cultures, including European classical tradition, folk and popular music. The study of different faiths provides pupils with insight into the customs of people who live in this country as well as abroad. It also gives pupils opportunities to reflect on the similarities and differences of cultural traditions. Work in art and design promotes an understanding of different cultures such as those of North and South America, Africa, Egypt and China in Years 1 and 2, and Indonesia in Years 3 to 6. A visiting priest from Columbia, talking about street children, provided a vast new experience and knowledge for pupils who could not imagine having no home.

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

48. Overall, the school cares for pupils very well and there are very good procedures in place to ensure their safety and well being. The pastoral support provided is of a high order. The school is a warm and friendly place in which pupils are happy and secure and enjoy their school life. They can learn without fear within a caring environment. The very good relationships that exist make it easy for pupils to talk to staff about any worries they may have and all staff are very supportive. Personal development is very well promoted through lessons, assemblies, responsibilities and individual attention. Pupils are progressively encouraged to take more responsibility for themselves and their own learning. This helps develop their social skills, self-confidence and maturity as they move up through the school. Their personal development is meticulously recorded in the excellent pupil profiles and this enables support to be given to individual pupils based on their precise needs. Even prior to starting in the reception class, there is good support for children. They visit the school with their play leader and the reception teacher and nursery nurse regularly visit the playgroup. All the strengths found at the last inspection in the care for pupils have been maintained. There have also been some improvements.
49. Child protection procedures are good, and better than at the last inspection. There is a child protection liaison teacher who has had relevant training. Staff are briefed as necessary on individual cases and have annual updates on child protection procedures. Where appropriate, the school involves outside agencies. Class teachers are very aware of pupils' needs and give good support to them all in class, particularly those with special educational needs. There is also good recognition of the needs of pupils with potential for higher attainment.
50. The school promotes and monitors attendance well, and better than when the school was last inspected. Most parents inform the school if their child cannot attend and any unexplained absence is followed up immediately. The headteacher strongly promotes the importance of good attendance and works with families of pupils with poor attendance records to bring about improvement. Certificates are given for good and improved attendance. Registers are properly maintained and monitored.
51. The school's management of behaviour is good. There is a clear policy on positive behaviour that ensures that behaviour management is consistent across the school. Staff set a good example and have high expectations of pupils' behaviour at all times. As a result, pupils respond very quickly and positively to teachers' instructions and lessons proceed smoothly and without fuss. This leads to an environment that is conducive to effective learning. Midday supervisory staff manage playtime sensitively

and this has a positive effect on playground behaviour and safety.

52. There is a good policy for health and safety and the management of this on a day-to-day basis is particularly good. All the safety checks are planned in the diary and are meticulously carried out and recorded. A governor's committee, including the caretaker and staff safety representative, carry out an inspection every term and this is reported to the governing body. Risk assessment is well established. Fire procedures are all in place. Testing of portable electrical appliances is up-to-date. First aid procedures are good and several staff have first aid qualifications. Accidents are properly logged and parents are notified in writing in the event of a bump to the head or more serious accident. The school is kept clean and tidy by the premises staff, who also check the playgrounds daily to ensure they are safe for pupils to play.
53. Procedures for assessing pupils' attainment are good. A detailed profile is kept for each pupil in which all assessments are recorded. Attainment is recorded against National Curriculum statements each term. There is also formal recording of the National Curriculum levels achieved at the end of Years 2 and 6 in the national tests. The results of the optional tests in Years 3, 4 and 5 are also recorded on tracking sheets so that the progress of individual pupils and year groups can be checked. Pupils in Years 3 to 6 are involved in their own assessment and help to set themselves new targets. Those with special educational needs also review their achievements and help to set new goals. Children in the reception class are assessed on entry to the school, but there is no system of formal assessment at the end of the year to measure progress. There is, however, a reception profile kept for each child which records their achievement against targets in the early years curriculum.
54. The use of assessment information is satisfactory. It is used appropriately to plan new work and to adjust the curriculum to match pupils' needs. The non-statutory tests at the end of Years 3 to 5 are used to identify areas of the curriculum in which pupils need focused attention. Analysis of the curriculum from the use of assessment is better in Years 3 to 6 than in other year groups.

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

55. Overall the school has a good relationship with parents and this is supportive of their children's learning. This is a similar situation to that reported at the time of the previous inspection. The views of parents, expressed at the pre-inspection meeting, in the questionnaires and during discussions in the inspection week were nearly all supportive of the school. Parents see the school as providing a good education and having a positive work ethic. They see their children liking school, being well looked after as they grow and develop. All find the school extremely welcoming. They appreciate the help provided by the school secretary as well as by the headteacher and teachers. The inspection evidence confirms these positive views.
56. On the other side of the coin, nearly half of those responding feel that the school's provision for extra-curricular activities is unsatisfactory. Although not a statutory requirement, provision of some extra-curricular activity is normal in a primary school and the inspection findings support the views of the parents. The school is aware of the parents' concern and has plans in place linked with the development of a hall which should enable extra-curricular activities to take place in the near future. There are also some parents who would like to see closer liaison with the school. The inspection evidence is that the school has a good partnership with parents and that it works closely with them.

57. The information provided to parents about their child's progress and about general matters is very good. Parents are invited to visit the reception class prior to their children starting at school. There is a regular newsletter from the headteacher giving diary details and other items of general interest. In addition, the headteacher keeps parents informed on curriculum matters via her education updates. Parents of younger pupils receive information on topics and the curriculum, but there is no whole-school policy for this. The prospectus and governors' annual report both contain a wealth of information but omit a small number of details statutorily required. Pupils' annual reports are of very good quality. As well as including details of attainment and progress, they also include details of the curriculum covered, pupils' general development and progress with homework, together with targets for improvement. Parents of new pupils get appropriate initial information including about how to help their child's work at home. There are consultation meetings each term when parents can discuss their child's progress and see their 'pupil profile'. Parents are invited to comment in the profile. Teachers are available daily to talk to parents on any concerns they may have.
58. Parents make a good contribution to the learning of their children and to the life of the school. Relatively few parents help in the school because the school has not actively sought their assistance. The headteacher believes that most classes already have sufficient adults and more could adversely affect the independence of the pupils. However, the headteacher clearly promotes the need for parental support at home in reading and homework and the evidence of the reading/homework diaries shows that a good proportion of parents provide active support for their children's learning. Termly visits are arranged for parents to see lessons being taught in class. This initiative has received good support from parents. Attendance at the termly consultation evenings is very high. There is no friends' association at the moment since the organisation lacks committee members prepared to arrange events. Even so, parents are involved in activities such as organising the Christmas party. The remaining funds from the former friends' association are still used to support coach costs visits to enrich the curriculum. It is hoped to relaunch the association with the completion of the new school buildings.

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

59. The leadership and management of the school are good overall, although there are variations in the quality of the different aspects. The headteacher provides a very good educational direction for the work of the school. She gives other teachers a strong example through her own work as a class teacher and is also very well focused on leading the improvement of the school. These are significant factors in the school now being judged to provide a good education for its pupils, which is an improvement since the last inspection. The aims and values of the school are clearly reflected in its day-to-day work and long-term goals for development.
60. In this small school there is no deputy or senior management team, although arrangements are in place to cover for the headteacher in the event of her absence. There is a strong team approach within the school. At the last inspection, the headteacher took sole responsibility for the development and co-ordination of all subjects of the curriculum. It was a key issue arising from the inspection that teachers should assume some responsibility for aspects of curriculum development and co-ordination. The progress on this key issue has been very good. Now all permanent teachers have significant responsibilities for leading subjects and other areas, such as the provision for pupils with special educational needs. They fulfil these responsibilities well. There is a strong shared commitment to improvement among the staff, and they



are well placed to move the school on further.

61. The headteacher, with the support and participation of other teachers, has a good range of strategies for checking and evaluating the work of the school. As a result, she and the staff team are clear about the strengths and weaknesses of the school. They also understand what needs to be done to develop the areas in need of improvement. The headteacher carries out a good amount of checking of the quality of teaching and learning in lessons, providing immediate feedback to teachers. Targets for development are set and recorded. Good use is made of external checking of the school, for example by the local education authority's numeracy consultant. Work is sampled across the subjects, with good involvement of the subject co-ordinators. Co-ordinators are also involved in looking at other teachers' lessons in their subjects in order to evaluate provision
62. There is good leadership and management of special educational needs by the co-ordinator, who is knowledgeable about her role. She regularly and effectively checks pupils' progress and works well with staff and pupils in setting new targets. She meets with other professionals as appropriate and brings to the attention of staff and governors new knowledge, expertise and resources. The special educational needs co-ordinator keeps governors well informed through termly reports and meetings with the designated governor for this area of the school's work.
63. The governing body is not well enough involved in shaping the direction of the school or in checking the quality of its provision. Governors rely too much on the headteacher to tell them what is happening in the school and how well the school is performing. The school development plan is put together by the headteacher in consultation with staff. While governors have the opportunity for input, they do not view it critically. Overall, governors are supportive of the work of the headteacher, but they are not active enough in the leadership and management of the school. The governors do not fully meet their statutory responsibilities.
64. The school's finances are well managed and educational developments are well supported through careful planning. The amount received per pupil is high. This has enabled the school to maintain four classes and a good level of support staffing which has benefited the pupils' education. The small class for Year 2 pupils has helped to raise standards. The school expects to carry a surplus of around five per cent into the next financial year. The school is operating a three-year strategic plan, which is now in its third year. From this the development plan is derived, with one year in detail and headline priorities for a further two years ahead. This is a satisfactory arrangement. The school's priorities are appropriate and the financial implications of these are embedded in the budget. A major challenge currently facing the school is the imminent replacement of the temporary classrooms and the building of a school hall. This is a significant development for a small school and one that will need strong support from the governors if it is to be completed without adversely affecting the school's day-to-day activities.
65. The finance committee of the governing body meets approximately termly and is kept informed on the performance against budget by the headteacher. The meetings are properly minuted and the minutes circulated to all governors. The day-to-day finance is well managed by the headteacher and school secretary. The school also uses a local education authority finance officer in a checking and supporting role. The finances are controlled using a computerised accounts package and the school has developed its own report format to improve the quality of the information provided. The school buys its supplies and services competitively. There is a proper hierarchy of signatories for

order, receipt and payment of goods. The school's finances were audited in 1997. Although the systems were given a generally clean bill of health there were four recommendations, all to do with the handling of value added and other taxes. All the recommendations were adopted shortly after the audit. The school receives a number of grants including the standards fund. Expenditure of this income is separately identified and the grants are all used for the purposes intended.

66. The school's use of new technology is satisfactory and is being developed further. All classrooms have computers, with the two junior classes having three computers each. These are networked but are not yet linked to the Internet. In order to access the Internet, pupils have to use the staffroom computer. CD-Rom programs are available and pupils use these for individual research. The office runs a stand-alone financial accounting system. Very efficient systems are in place for school administration using new technology. Some recording of assessment details is computerised in order to track pupils' progress.
67. The match of teachers and support staff to the needs of the curriculum is satisfactory. There are sufficient teaching staff and a good provision of support staff to support the school's four classes. However, the current difficulties resulting from losing a teacher in the Year 3 and 4 class, where temporary arrangements are in place, mean that the headteacher has an unreasonable teaching load. This leaves little time for her other roles. Teachers are appropriately qualified and there is a range of experience within the teaching staff. Teachers and other staff new to the school are appropriately briefed and supported by a colleague. Support staff are well experienced and are effectively deployed, particularly in supporting pupils with special educational needs. All staff have appropriate individual job specifications. Staff training needs are suitably identified through performance management interviews and the needs of the development plan.
68. The accommodation is poor, although it is not seen as currently restricting the effective delivery of the curriculum. The main building is badly in need of external decoration and some of the windows show signs of wood rot. One of the classrooms is particularly small and this limits the year group numbers that can be accommodated. There is no school hall and pupils have to travel away from school for some physical education and dance lessons. The temporary hut is in extremely poor condition externally, with holes in the walls and leaks in the roof. It has clearly not been decorated for many years. None of the classrooms in school have direct access to sinks for wet work. There is a 'mobile' dining room that is used by the reception class for physical education and by the whole school for some assemblies. The main playground is small and, for safety, younger pupils use a smaller playground behind the school. The school has a reasonable playing field and adventure playground climbing equipment. There are sufficient learning resources to enable the curriculum to be delivered effectively.
69. The overall effectiveness of the school is good. The standards achieved by pupils currently in Year 6 are broadly average, which represents good progress in relation to their attainment on entry to school. Pupils' attitudes, values and personal development are very good. The quality of teaching is good for pupils in Years 1 and 2 and there is much good teaching in Years 5 and 6. The range of learning opportunities for pupils in Years 1 to 6 is good. The leadership and management of the school are good overall, with the headteacher providing a very clear educational direction. The school has made good improvement since the last inspection, and it provides good value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

70. To maintain the strengths of the school and to rectify the weaknesses, the headteacher, staff and governors should:
- (a) Improve pupils' progress and raise standards in Years 3 to 6 in reading comprehension and in the basics of spelling and punctuation by systematically teaching these important aspects of English.  
*(Paragraphs 2, 8, 32, 37, 89, 90, 93)*
  - (b) Rectify the weaknesses in teaching and learning in science in Years 3 and 4 by ensuring that full attention is given to the development of pupils' scientific knowledge, understanding and skills, with better use made of the time in lessons.  
*(Paragraphs 2, 10, 23, 33, 106, 109, 111)*
  - (c) Develop the use of computers and other new technology in subjects where their use is not yet well established to support pupils' learning.  
*(Paragraphs 11, 32, 36, 94, 112, 140)*
  - (d) Increase the involvement of the governing body in shaping the direction of the school and in checking the quality of its work.  
*(Paragraph 63)*
71. In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan.
- There are too few opportunities for children in the reception class to play outside with large wheeled or push and pull toys.  
*(Paragraphs 34, 82, 83)*
  - The provision for extra-curricular activities is unsatisfactory.  
*(Paragraphs 41, 56)*
  - There is not always enough challenge for higher attaining Year 3 pupils in mathematics.  
*(Paragraphs 31, 39, 99, 101)*
  - Marking is inconsistent and does not always provide pupils with enough guidance to help them to improve their work.  
*(Paragraphs 32, 33, 103, 111, 116, 129, 134)*
  - Singing is a relative weakness in music.  
*(Paragraph 142)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	17

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	11	14	0	0	0
Percentage	0	11	39	50	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	84
Number of full-time pupils known to be eligible for free school meals	13

FTE means full-time equivalent.

Special educational needs	YR – Y7
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	23

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	4.7

#### Unauthorised absence

	%
School data	0.3

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	7	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	11	11	13
Percentage of pupils at NC level 2 or above	School	85 (85)	85 (80)	100 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	11	10	11
Percentage of pupils at NC level 2 or above	School	85 (85)	77 (85)	85 (95)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	4	8	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	6	7
Percentage of pupils at NC level 4 or above	School	75 (77)	50 (62)	58 (62)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	7	6	7
Percentage of pupils at NC level 4 or above	School	58 (69)	50 (54)	58 (69)
	National	72 (70)	74 (72)	82 (79)

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

Separate boys' and girls' results are not published because there were less than ten boys and girls taking the tests

### **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	77
Any other minority ethnic group	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y7**

Total number of qualified teachers (FTE)	5.2
Number of pupils per qualified teacher	16.2
Average class size	21

#### **Education support staff: YR – Y7**

Total number of education support staff	3
Total aggregate hours worked per week	89

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **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.*

### **Financial information**

Financial year	2000/2001
	£
Total income	231,541
Total expenditure	233,575
Expenditure per pupil	2,596
Balance brought forward from previous year	22,140
Balance carried forward to next year	20,106

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	84
Number of questionnaires returned	41

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	2	0	0
My child is making good progress in school.	44	56	0	0	0
Behaviour in the school is good.	54	39	2	0	5
My child gets the right amount of work to do at home.	39	54	5	0	2
The teaching is good.	73	27	0	0	0
I am kept well informed about how my child is getting on.	51	34	5	5	5
I would feel comfortable about approaching the school with questions or a problem.	80	17	2	0	0
The school expects my child to work hard and achieve his or her best.	63	34	2	0	0
The school works closely with parents.	46	37	17	0	0
The school is well led and managed.	63	37	0	0	0
The school is helping my child become mature and responsible.	61	34	0	2	2
The school provides an interesting range of activities outside lessons.	17	24	15	34	10



## **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**

72. Children enter the reception year in the school year in which they are five. Those with birthdays between September and February begin school in September. The others start in January. At the time of the inspection, there were seven children in the reception year, taught in a class together with Year 1 pupils. Most children have some pre-school experience before starting at Little Snoring Primary School. Taking the intake as a whole, children's attainment on entry to the school is below average. It is lower now than when the school was last inspected.
73. During their time in the reception year, children make good progress in personal, social, emotional, physical and creative development. This is an improvement since the last inspection, especially in creative development. Children's progress is satisfactory in communication, language and literacy, mathematical development, and in their knowledge and understanding of the world. In the specific aspect of learning letter sounds and early reading, children make good progress. One child out of the present group in the reception year is identified as having special educational needs. Since the last inspection, there have been improvements in the teamwork of the teacher and nursery nurse. This is in part because the school ensures that there is adequate time for planning together.

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

74. Children are making good progress and are on course to achieve the nationally expected standards at the end of the reception year. They are developing confidence in choosing a task and concentrate well on an activity. This is seen, for example, as children select and stick pictures of furniture on to paper to make a room of a house. Children line up sensibly with older children and show the expected understanding of right and wrong for their age. They know, for instance, that their play should not disrupt older children working. Children are independent in personal hygiene, but for safety reasons have to be escorted to the toilet in another building. This restricts their independence. They demonstrate a growing independence in selecting the correct tools, such as scissors, for a piece of work. They understand that they have to take turns to write in the 'estate agents' role-play area. They behave well with other children such as when gathered together for the introduction to a lesson. Children have a good understanding of feelings, such as sadness, when making up a story about a lost toy.
75. The overall quality of teaching and learning is good. Staff work well together to promote the skills of respect for others and sharing. Resources are stored in such a way that children have easy access to them, and this promotes their independence. Adults set good examples for children to follow in the way they treat others. Adults successfully encourage children to be polite and to care for each other. The good use of praise for achievement successfully promotes the self-esteem of the children. Children are given opportunities to reflect on their feelings.

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

76. Children make satisfactory progress, but very few are on course to achieve the goals expected by the end of the reception year. Most children listen attentively to stories from large books that they share in a group. Most speak in sentences but their vocabulary is more restricted than normally found at this age. While the lowest attaining children

speak hardly at all, the highest attaining speak fluently with a good vocabulary. In a large group, children do not offer answers without individual prompts. In paired activities, however, they show better self-confidence, such as when developing three sentences for a story. Children handle books with care and know that words help to tell the story. The highest attaining child reads a very simple sentence and knows what the story is about. A few read a simple repetitive sentence and enjoy the experience. Others talk about the pictures that make the story. All children have knowledge of some letters and sounds at the beginning of words and the highest attaining children try to use these in reading and writing. Children cannot re-tell a story sequentially without adult support. Most 'pretend write' and are beginning to include recognisable letters in their 'words'. They form letters more accurately when tracing over letters. The highest attaining children write a three-letter word and other children draw pictures and squiggles to communicate meaning. When playing in the 'estate agents', they demonstrate that they understand that writing is a method of communication and recording information, such as a name and address.

77. The quality of teaching and learning is satisfactory overall. There is good teaching of letter sounds, as a preparation for reading and writing. This results in children recognising a range of sounds and linking them with words. In a good lesson seen during the inspection, the strategies used to help the children tell a simple story were successful. In this lesson, the reinforcement of language extended children's vocabulary well. For instance, the word 'miserable' was introduced when thinking of sadness about losing a toy. These activities provided opportunities for children to speak fluently. A satisfactory range of books is available to promote an interest in reading. 'Big books' are used appropriately to develop reading in literacy and other lessons, resulting in children being aware of the link between text and pictures. Adults provide satisfactory support to children needing help to form letters in writing. There is appropriate help for the highest attaining children and those who need additional support. While communication, language and literacy skills are successfully promoted through activities directed by adults, there are fewer opportunities for skills to be developed through stimulating play experiences.

### **Mathematical development**

78. Children make satisfactory progress but very few are likely to achieve the expected goals at the end of the reception year. They count to nine, but not all consistently match numerals to the correct number of objects. They count up to five objects into a jar and with adult support say how many are left when one is taken away. Only the very few highest attaining children record work without the help of an adult. Children are only just beginning to write numbers. Through picture recording, they demonstrate an understanding of 'long' and 'short'. They join shapes together to make a picture with some success and recognise some simple two-dimensional shapes. The highest attaining children name simple shapes consistently and accurately. With adult support, children sequence pictures about growing up. They have an adequate understanding of the passing of time since they were babies and the intervals of time during a school day. They understand 'empty' and 'full' when using water and sand.
79. The quality of teaching and learning is satisfactory overall. Work is satisfactorily planned to meet children's needs. Practical work with the nursery nurse develops their understanding. Direct teaching in small groups is satisfactorily undertaken, but activities to reinforce the learning are not always sufficiently exciting or attractive to engage children's concentration for long. Although children know rhymes and songs about number, they are not used to reinforce the learning at an opportune time, such as when learning about 'one less'. Counting and mathematical language is reinforced well

in whole class time, when teaching is well balanced to include challenge for reception children, together with the Year 1 group. The regular assessment of children's mathematical attainment ensures that the highest attaining have challenging work, and sensitive support is given to those with particular needs.

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

80. Children make satisfactory progress in this area. They are not on course, however, to reach the expected goals for their age group in all aspects of it. Children do not readily ask questions about the world around them. They do respond to prompts from their teacher, such as when looking at rooms and where to position furniture as part of their topic on homes. They show interest in a collection of 'old' items used in the home and know they are from the 'past.' They are beginning to make decisions about how to build and decorate a room as part of their topic. With adult support, they know how to use a computer program to draw a house or person. They move between different parts of the school confidently. They know the way home and understand that big shops, such as the supermarket, are further away from the village. Through topics in assemblies and stories read to them, they are beginning to understand that there are cultures and beliefs beyond their own. They also consider what will happen in the future to planted bulbs.
81. Teaching and learning are satisfactory overall. Planning on the theme of houses and homes has helped children to have views on a familiar topic. The successful use of 'big books' and visual resources has allowed pupils to match rooms and furniture. Effective questioning by the nursery nurse promoted decision making, such as before cutting pictures of furniture from a catalogue or material for a room carpet. The use of resources such as real photographs in the 'estate agents' role-play area, has helped children to have a wider view of houses in the area where they live. The provision of ethnic styled and patterned clothes and dolls is helping to promote acceptance of other cultures through play. Good resources, such as displays of real building materials and household items from the past, have helped to promote children's interest in real life situations. There is careful support for children in need of extra help. The highest attaining children are encouraged to make more decisions for themselves about how to proceed with a task.

### **Physical development**

82. Children make good progress, particularly in handling working tools. They are on course to achieve the standards expected nationally for their age at the end of the reception year. From a less than average prior attainment, they soon learn to handle paintbrushes, pencils, crayons and scissors with the expected skill for their age. They show great concentration in cutting. Children are aware of each other when playing in a restricted place in the classroom, such as the home corner or near the paint easels. When outside they run, walk and jump freely in small and large spaces. They demonstrate a developing skill with balls outside and pushing toys inside, but do not have enough opportunity to climb or use wheeled toys outdoors. This restricts the development of their physical and imaginative play.
83. Teaching and learning are good overall. Good planning ensures that great detail is given to children acquiring skills in using working tools. They are taught how to use them safely. This results in children showing independence in gathering the correct tools for the task. Good organisation of tools in easily accessible positions helps towards independence in choice and decision making. Encouragement to use the painted games on the small playground successfully helps children move safely in different

directions and to hop, skip and jump. However, planning for opportunities to climb or use wheeled or push and pull toys in the outdoor environment does not feature enough.

### **Creative development**

84. Children make good progress and are on course to achieve the standard expected for their age at the end of the reception year. They explore colour and think about colours they might use for different moods. They print with their fingers to make wallpaper patterns, but do not readily paint pictures when given an opportunity to choose to do so. The few highest attaining children identify colours that blend together well. When making a three-dimensional room in a house, they make sensible decisions about the box to use and how to decorate it, both inside and out, with brick patterns, wall paper and materials for carpets. They recognise whether the texture of paper or materials is rough or smooth and show great care when using glue to stick items together. They listen to different sounds with concentration and try to identify them. They move to the beat of a tambourine and sing a range of songs. Children are developing imagination when playing in the 'estate agents' and home corner, where the house is 'for sale' or 'sold'. They behave as writers when taking details and answer the telephone 'enquiries' with pretend information.
85. The overall quality of teaching and learning is good. Activities are usually supported by an adult, for example who first models imaginative play, which is then developed by the children. Interesting activities such as printing with vegetables enthuse children and they learn well as a result. The individual attention given to children when making a room using a box or printing wallpaper with a finger promotes decision making. It reinforces the names of colours very effectively. Both higher and lower attaining children are carefully considered in support provided. However, the most able children would sometimes be better challenged by joining in with the Year 1 activities. There are missed opportunities for children to experiment with colour through the mixing of paint because solid paint is used. The organisation of practical tasks ensures that all children have an equal opportunity to participate in supervised and unsupervised activities.

### **ENGLISH**

86. Pupils' results in the National Curriculum tests at the end of Year 6 in 2001 were close to the national average, as they were at the last inspection. They were above average compared with the results achieved by schools with pupils from similar backgrounds. The evidence from the inspection of pupils' school work, shows that standards in the present Year 6 are also average at this point. Pupils now in Years 3 to 6, including those with special educational needs, are making satisfactory progress overall, with good progress in aspects of writing in Years 5 and 6. Girls tend to do better than boys in the national tests, but there is no significant difference in the progress made by boys and girls over time.
87. The National Curriculum test results of pupils at the end of Year 2 in 2001 were close to the national average in writing and well above the national average in reading. These results were very much better than at the last inspection. The evidence from the inspection of pupils' school work shows that, at this point, standards in the present Year 2 are still average in writing and they are above average in reading. The slightly lower standards in reading reflect variations in the small year groups of pupils, rather than any change in the quality of the school's provision. The present progress of pupils in Years 1 and 2, including those with special educational needs, is good, with very good progress being made in reading. Progress in writing is better in Year 2 than in

Year 1. As in Year 6, girls tend to do better than boys in the national tests, but there is no significant difference in the progress made by boys and girls. Pupils' rate of progress in Years 1 and 2 is significantly better than when the school was last inspected.

88. Standards of speaking and listening are average in Years 2 and 6. Almost all pupils in Year 2 are confident speakers in one-to-one conversations. They speak clearly in class discussions and question and answer sessions, such as when making suggestions about what might happen in an investigation in science. Higher attaining pupils give detailed answers to questions about the books they read. When speaking, pupils in Year 6 show the awareness of the listener expected at this age. Pupils in Years 2 and 6 are attentive listeners when others are speaking. This is particularly strong in Year 6, where pupils listen carefully for long periods of time.
89. Reading standards are above average in Year 2, and they are average in Year 6. Almost all pupils in Year 2 enjoy books. Those who are lower attaining, or who have special educational needs, persevere and try hard to improve. Average and higher attaining pupils read fluently and accurately. They have a good understanding of the stories they read and the characters in them. Higher attaining pupils successfully read some challenging texts for their age. Most pupils are confident in using non-fiction books to find information. Many Year 6 pupils have favourite authors and read quite demanding novels. They apply a range of strategies, including letter sounds and breaking down words into smaller sections, to help them read unfamiliar words. Pupils' use of non-fiction books and library skills are satisfactory overall. A relative weakness in pupils' reading is the depth of their comprehension of the texts they read. While many pupils confidently explain the narrative of a novel, for example, they are less effective in using inference and deduction to uncover deeper levels of meaning. They have less understanding than is normally expected at this age of why characters in novels behave as they do.
90. Writing standards are average in Years 2 and 6. Throughout the school, pupils write for a good range of purposes in English lessons and in other subjects such as geography, history, science and religious education. Pupils in Year 2, for example, write letters, accounts of a visit to Kings Lynn museum and stories. Examples of Year 6 writing include writing in role as a person living in the locality in the 1940s, both formal and informal letters, and reports on historical events such as the Spanish Armada. Spelling in Year 2 is satisfactory, and pupils make good attempts to spell words as they sound. Most pupils use simple punctuation, although not consistently. Those who are higher attaining use more complex punctuation such as apostrophe commas. Higher attaining pupils show a good awareness of the reader. Many Year 6 pupils have a good fluent style and a clear awareness of how to adapt the style of their writing according to its purpose. Many average and higher attaining pupils have a good awareness of how to use language for effect. Overall writing standards in Year 6 are reduced, however, by weaknesses in spelling and punctuation. Most Year 2 pupils have neat handwriting and a few are starting to join letters. In Year 6, most pupils have neat and joined handwriting.
91. The overall quality of teaching and learning in Years 1 and 2 is good. This is a big improvement since the last inspection. The basic skills of literacy are very well taught in Year 2. In Years 3 to 6, teaching and learning are satisfactory overall, with much good teaching of writing in Years 5 and 6. In Year 2, very effective teaching of letter sounds, spelling rules, punctuation and letter formation helps pupils to move forward at a very good rate in these essential aspects. The teaching in this year group is also effective in developing other areas such as pupils' awareness of story structure in writing and their

understanding of the characters in the books they read. Activities such as paired discussion increase pupils' skills and confidence as speakers and listeners. The pupils in this year group are benefiting from very well focused teaching and the individual support they receive in a small class. In Year 1, teaching is also effective in developing basic skills, for example through the teacher demonstrating writing and the well-chosen use of taped stories for listening.

92. Teaching in Years 5 and 6 is also well focused on what pupils need to learn. In a lesson seen, there was effective step-by-step development of pupils' understanding of play scripts. Pupils were also supported well in this lesson to gain an awareness of how suffixes are used to create comparative adjectives such as 'happier' and 'happiest' and how this affects the spelling of such words. This was achieved well through the teacher asking pupils to write the rule for this in their own words. Pupils in the Year 5 and 6 class respond particularly positively to the teaching and are eager to learn. This is also evident in Years 1 and 2. A key factor in this is the success of teachers in meeting pupils' individual needs.
93. While teaching in Years 3 and 4 is successful in meeting its objectives, the pace of learning might be brisker. Too much time is given to some activities, for example extending discussion on a specific topic after the purpose of the discussion has been achieved. Teachers in Years 3 and 4 are not as demanding of pupils as those in other year groups, for example in relation to the standard of handwriting expected. As a result, a significant number of pupils in these year groups do not write neatly enough. Throughout Years 3 to 6, insufficient attention is given to developing the basic skills of spelling and punctuation. This is even though there is effective teaching of other more complex aspects of writing in Years 5 and 6, such as how writing is adapted according to its purpose. There is also too little attention to the development of pupils' skills in reading comprehension. These omissions prevent pupils from achieving more highly by the time they reach Year 6. The support assistant in the Year 5 and 6 class is used very effectively by the teacher to enhance pupils' learning, particularly that of lower attaining pupils or those with special educational needs. In Years 3 and 4, however, additional adults in lessons are not used well enough.
94. The co-ordinator provides good leadership and management for English, working closely with the headteacher and her other colleagues. She has a clear understanding of the strengths and weaknesses in the subject and of what needs to be done to bring about further improvement. The National Literacy Strategy is used well to support pupils' progress and to raise standards, especially in Years 1 and 2. There are good assessment procedures for English, which are used satisfactorily overall. In the main, good use is made of all the available resources to support pupils' learning and to meet their individual needs. Books have been purchased especially to interest boys. A higher attaining pupil in Year 2, for example, is given full access to the books kept in the Year 3 and 4 classroom. The use of computers is not well enough developed, for example as a means of helping pupils to edit their writing for punctuation.

## **MATHEMATICS**

95. Pupils' results in the National Curriculum tests at the end of Year 6 in 2001 were well below the national average. They were also well below average when compared with the results achieved by schools with pupils from similar backgrounds. These results were lower than when the school was last inspected in 1997. By tracking the pupils who took the tests in 2001 from the end of Year 2 to the end of Year 6, it is clear that all of them made securely satisfactory progress. The evidence from the inspection of pupils' school work shows that standards in the present Year 6 are average and that all

pupils' long-term progress has been satisfactory. This includes pupils with special educational needs and the most able pupils. Pupils now in Years 5 and 6 are making good progress because they are well taught. The school has also carefully analysed previous test papers to identify weaknesses in pupils' attainment. Action has been taken to rectify the weaknesses identified through regular homework, involving problem solving related to real life situations, as well as calculations.

96. In the National Curriculum tests in Year 2, pupils' results in 2001 were well above the national average. They were also well above average compared with the results achieved by schools with pupils from similar backgrounds. These results were much better than when the school was last inspected. The evidence from the inspection of pupils' school work is that standards in the present Year 2 are average. The long-term progress of these pupils since the start of Year 1 has been satisfactory.
97. Pupils in Year 2 count to one hundred in ones, fives and tens, confidently add and subtract to 50 and add ten to a number to 100. They have a clear understanding of tens and units. When working with money up to 20 pence, they find the difference between two amounts and multiply accurately. Pupils confidently use a computer program to identify odd and even numbers. Higher attaining pupils are challenged with a range of higher numbers and more complex tasks when solving problems with money. Pupils with special educational needs successfully work with lower numbers, but with adult support. Most pupils accurately describe three-dimensional shapes; they identify corners, faces and symmetry on two-dimensional shapes. They accurately tell the time on the hour and half-hour, and measure in metres and centimetres. Most have a satisfactory knowledge of weight. Pupils efficiently solve a range of problems linked to shopping, and estimate and measure distance and turning angles when programming a robot toy.
98. In Year 6, most pupils successfully use mental recall skills with multiplication facts up to 10 times and solve number problems between 100 and 1000. The highest attaining pupils clearly explain how they find the answer. Pupils order numbers to five and six digits and use addition and subtraction facts with confidence. They use multiplication and division calculations with numbers to four figures. Pupils confidently match equivalent fractions and say what part of a whole they are. However, many struggle identifying fractions on a 'number line'. They understand work with decimals to two places and match some with equivalent fractions. In measurement, they read numbers on instruments and have a secure grasp of metric and imperial measures, using them in a range of practical activities to solve problems. In this particular aspect, many pupils are attaining standards above those expected for their age. Pupils confidently identify a range of regular and irregular shapes and find parallel lines and angles. They measure angles accurately and also use this knowledge in a computer program. Pupils accurately name a range of triangles and find perimeters of regular and irregular shapes. They collect data on a variety of topics and present it as a range of graphs, including frequency tables and bar and pie charts. They do not use computers enough to present some of this information, although they competently use calculation spreadsheets to analyse a survey. Pupils identified as having special educational needs have similar work in measures and handling data, but simpler work in calculations.
99. The overall quality of teaching and learning is satisfactory throughout the school, although it is good in Years 5 and 6. There is also some good teaching in Year 2. The quality of teaching and learning now is much the same as when the school was last inspected. While teaching and learning are satisfactory overall in the Year 3 and 4 class, the most able pupils in Year 3 are not always sufficiently challenged in class

work. In Years 5 and 6, the highest attaining pupils are challenged well and there is good support for the lowest attaining pupils and those with special educational needs.

100. In Years 1 and 2, teachers regularly assess pupils' knowledge at the end of sessions and ensure that the information is used to help pupils in the next lesson. There is clear planning for different groups of pupils. The correct mathematical language is appropriately emphasised. There are demonstrations on the board, such as on simple addition in Year 1 and multiplication in Year 2. These demonstrations aid pupils' investigations with number or money. Adult supervision of those with special educational needs supports pupils' learning. Interesting learning aids, such as picture purses in Year 2, help pupils build on their knowledge and think in sequence. In a good lesson seen in Year 2, the quick pace of counting, and a real money task, as well as continuous assessment of the learning, ensured that pupils made good progress.
101. In Years 3 and 4, there is satisfactory planning, except for higher attaining pupils in number in Year 3. The consequence is that these pupils are marking time and not being moved on well enough over time. Teachers are clear about what they want pupils to learn but this is not always communicated to pupils as an expected outcome. Rather, pupils are simply told of the range of tasks to be undertaken that day. This means that pupils are not clear about what they are trying to achieve. In a lesson seen during the inspection on time, however, the range of pupils' needs was met satisfactorily and additional adults were appropriately deployed to support pupils' learning.
102. In a good lesson observed in Years 5 and 6, there was well thought out challenge in the initial part of the lesson. This challenge matched the needs of all pupils, but also gave self-esteem to the lowest attaining and those with special educational needs. The lesson's purpose was shared clearly with the pupils. The teacher used the pupils well to recall the previous learning. This was built on effectively with work on triangles for Year 5 and quadrilaterals for Year 6. As a result, pupils joined in enthusiastically. Year 6 pupils worked well independently, selecting the correct tools for their task, while those in Year 5 continued with direct teaching. Well-planned practical tasks ensured that the many pupils with special educational needs in Year 5 fully understood their learning. There was also good assessment through focused questions. In this way, the teacher checked pupils' understanding before moving to the next challenge. In this class, there is particularly effective deployment of the support assistant to ensure that the wide range of pupils' needs is met.
103. Most work throughout the school is well presented and regularly marked, but teachers' comments do not support pupils' learning well enough when there are mistakes. Some books show little evidence of corrections of mistakes. This results in missed opportunities to support pupils' learning. Although there is some use of mathematics in subjects such as geography, history, information and communication technology, and design and technology, there is insufficient use of numeracy in science. Computers are used to support numeracy, but there is inconsistency between classes in the amount they are used. The National Numeracy Strategy has been satisfactorily implemented in the school and is supporting pupils' progress.
104. The leadership and management of mathematics are satisfactory. The co-ordinator, who is the headteacher, has ensured that all staff have had training for the National Numeracy Strategy, including support assistants. Analysis of optional test papers identified that one class was not using the numeracy strategy well enough and that calculations were not appropriate. This has been rectified and the analysis of test results is continuing to bring about further improvement. The checking of provision is



rightly focused on any areas of concern. It includes observing teaching, scrutinising pupils' work and teachers' planning, and whole-staff discussion. A current focus concerns the analysis of the use of support assistants to best promote learning. This has resulted in better deployment in one class. Recent improvements in resources have included building up computer programs to support mathematics, including some specifically for higher attaining pupils and those with special educational needs. New books to support problem solving and homework have been purchased.

105. There are good assessment procedures in place to give an overview of individual pupils and classes. The information gained is used satisfactorily to ensure work is planned to match pupils' needs. Pupils in Years 3 to 6 are involved in their own assessment each term. This is a good initiative that is contributing to learning. Pupils identify what has been difficult and what has been successful, and where they need help. As a result, they have been able to set themselves a target for improvement.

## SCIENCE

106. Pupils' results in the National Curriculum tests at the end of Year 6 in 2001 were in the lowest five per cent of schools nationally. They were also in the lowest five per cent of schools when compared with the results achieved by schools with pupils from similar backgrounds. These results are lower than those at the time of the last inspection. By tracking the pupils who took the tests in 2001, however, it is clear that all made securely satisfactory progress as they moved up through Years 3 to 6, including those with special educational needs or with potential for higher attainment. The evidence from the inspection of pupils' school work shows that, at this point, standards in the present Years 6 are average. The fluctuations in the school's results from year to year are largely due to differences in the small year groups of pupils. In 2001, teachers assessed the standards of pupils in Year 2 as average overall. The evidence from the inspection of pupils' school work shows that standards are also average at this point this year. All groups of pupils now in Years 1 and 2, including those with special educational needs and the most able pupils, are making good progress. Those presently in Years 3 to 6 make satisfactory progress overall. Progress is good, however, in Years 5 and 6, but it is unsatisfactory in Years 3 and 4.
107. Pupils in Year 2 are developing an awareness of the basic principles that make a scientific investigation fair. They make sensible predictions about what might happen in an investigation, for example into which of two toy vehicles will travel the furthest when pushed. They explain their predictions with reference to factors such as the wheel size and weight of the vehicle. Pupils have the expected knowledge and understanding for this age of all the areas of study required by the National Curriculum. Through a topic on 'Ourselves and Other Animals', for example, most pupils have developed an adequate awareness of life cycles and the main external features of the human body. They understand the importance of personal hygiene, exercise and a healthy diet. They understand changes to materials that take place through processes such as melting. They are generally successful in classifying materials as 'natural' or 'manmade'. However, a few pupils are uncertain about whether materials such as cardboard are natural or manmade. Pupils have the expected understanding of pushes and pulls as forces and relate these to their everyday experiences.
108. Year 6 pupils successfully carry out a range of investigations. There is scope, however, for pupils to develop greater independence in planning and carrying out scientific tests. Pupils have the expected knowledge and understanding for their age of light and sound, electricity, and forces such as gravity and friction. In their work on materials and their properties, they have developed a satisfactory awareness of the suitability of materials

for different purposes. This is seen, for example, as they consider the materials used on a building site and in the clothes worn by a workman on the site. Pupils use the correct scientific vocabulary, for example 'upthrust' in their work on forces. While pupils are aware of the main organs of the human body, not all are clear about which organs relate to which system. There is confusion among some pupils about where each part of the eye is located even though they are aware of the function of the different parts.

109. The overall quality of teaching and learning is good in Years 1 and 2. In Years 3 to 6, there is variation in the two classes. In Years 3 and 4, where pupils are being taught this term by temporary staff, teaching and learning are unsatisfactory. Although a satisfactory lesson was seen in Years 3 and 4 during the inspection, it was not taught by the teacher the class normally have this term. In Years 5 and 6, teaching and learning are good, with a very good lesson seen during the inspection. In the very good lesson in Years 5 and 6, pupils made very good progress in developing their understanding of day and night, the rotation of the earth and time zones. In an excellent introduction, the teacher used a range of strategies very effectively to explain the relationship of different parts of the earth with the sun during the earth's rotation. These included the use of video, computer simulations and demonstration with a globe and a torch. All pupils learned at a very good pace in this lesson because the activities that led on from the introduction were matched carefully to their individual needs. The support assistant was extremely well briefed and she made a very strong contribution to the learning of the groups she worked with. The teacher maintained a sharp watching brief on the class as a whole, making well directed inputs into the work of different groups of pupils, including those with special educational needs and those who were capable of additional challenge.
110. In Years 1 and 2, as well as in much teaching in Years 5 and 6, teachers are well focused on what they want pupils to learn. A good feature of a Year 2 lesson on forces was the clear introduction that reinforced and built on pupils' prior learning. In this lesson, good management of pupils and resources ensured a smooth transition from whole class work to individual investigations with toy cars. A weakness in this lesson, however, was a confusing instruction on a worksheet used to support pupils' investigations. This meant that pupils were not all as clear as they should have been when making predictions. In a Year 1 lesson, the teacher used resources very effectively to help pupils to work independently on an investigation into light. Effective questioning helped pupils to make predictions before embarking on the test. Questioning was also used well to give additional challenge to higher attaining pupils. The planned activities did not, however, take full account of the range of pupils' needs in the mixed ability class, even though teaching was good overall.
111. In Years 3 and 4, teaching is not supporting pupils to learn at an adequate pace. In the topic on the earth and beyond, there was too great an onus on pupils gathering information from books. While this supports them in developing their skills in using non-fiction books for research, it is not sufficiently developing their scientific knowledge and understanding. There is too little direct teaching and areas of confusion are not dealt with adequately. In a lesson seen, for example, some pupils believed that people in Australia are on the bottom of the earth and in danger of falling off. While work is marked regularly, marking does not do enough to support pupils in making progress. Even in Years 5 and 6 where many aspects of teaching are good, errors in pupils' books are not picked up well enough in the written feedback given.
112. There is some use of computers in science lessons, although there is considerable scope for greater use of them to support research into scientific topics and for the recording of investigations. Work in science contributes satisfactorily to the

development of pupils' literacy and numeracy skills. A good contribution is made to pupils' spiritual development through topics such as on the earth and beyond. Owing to staff changes, the headteacher was temporarily looking after science at the time of the inspection. The headteacher is clear about the strengths and weaknesses in the school's provision for science and what needs to be done to bring about improvement. Procedures for assessment are good and the information from assessment is used satisfactorily overall to match work to pupils' differing needs.

## **ART AND DESIGN**

113. The standard of pupils' work in art and design is above that expected nationally in Years 2 and 6. All groups of pupils, including those with special educational needs and those who are talented, make good progress as they move up through the school. Since the last inspection, there has been considerable improvement in the standards achieved in Year 2. Pupils' rate of progress through Years 1 and 2 is also better now. The standards in Year 6 are similar to those found at the last inspection.
114. Pupils in Year 2 are starting to include some good detail in their drawings. This is seen in their sketches of cars from both side and rear views. Awareness of detail and pattern are combined well in drawings of the vaulted ceiling of a castle entrance and of objects such as a drum and a bronze mask. In pencil drawn portraits of their friends, pupils show a good awareness of proportion. Pupils' awareness of proportion and use of detail in figure drawing for family portraits is better than normally found at this age. Pupils are competent in using paint and a range of tools for printing. In Year 1, they successfully use clay printing blocks they have made themselves.
115. Year 6 pupils, including those with special educational needs, achieve good standards in life drawings. In painting facial features, such as eyes, they observe and record detail of how the eyes change depending upon a person's mood. They note, for example, the appearance of the skin when a person frowns or looks sad. In observational drawings, such as of shoes, there is good use of shading techniques. Almost all pupils understand perspective and are able to apply this in their drawings of buildings. Pupils have good skills in the use of watercolour paint and apply this in their studies of a number of subjects including portraits in the style of Toulouse-Lautrec. They also competently use drawing inks, print with lino blocks, work in textiles to produce Indian patterns, and use a computer program to work in the style of the cubist artist, Fernand Leger. Pupils have a well-developed understanding of the work of a wide variety of famous artists, including the sculptures of Henry Moore and Choki's wood cuttings. They are very successful in experimenting in their own work with the styles and techniques of famous artists.
116. The overall quality of teaching and learning is good throughout the school. Teachers provide appropriately challenging tasks for pupils and have high expectations of the standards they are capable of achieving. Through support during lessons well matched to pupils' individual needs, all groups of pupils are helped to make effective progress. Those with special educational needs are given the extra attention they require to develop skills and techniques. This was seen in a Year 5 and 6 lesson in which a pupil needed extra help to build up a portrait bit by bit. The attention to individual needs in this class has also allowed talented pupils to achieve high standards. Teachers in all classes have good subject knowledge. Not only do they develop pupils' skills effectively through clear instruction and demonstration, but they also support pupils well in developing a good body of knowledge of the work of famous artists. Overall, sketchbooks are used well throughout the school for exploration and experimentation. This is an improvement since the last inspection. All these aspects of teaching

engender very good attitudes to learning and pupils persevere even if an activity proves difficult. While sketchbooks are marked, this is often with only a tick. In Years 5 and 6 positive comments are made, but there is little written feedback on how pupils might improve.

117. A good range of learning opportunities is provided throughout the school. A particularly strong feature maintained since the last inspection is the work undertaken on famous artists. The range of artists studied covers a variety of cultural traditions. Through the expression of ideas and feelings and pupils' personal response to works of art, the subject contributes well to pupils' spiritual development. Good opportunities are provided for pupils to use and develop their skills in art and design in work in other subjects. Watercolour sketches of homes in past times, for example, enhance the historical understanding of pupils in Years 5 and 6.
118. The headteacher is the co-ordinator and she sets a good example through the quality of her own teaching. She has ensured that a high priority has been given to art and design in the school. Hence, the improved provision for pupils in Years 1 and 2 and the good progress made by pupils throughout the school. There are good assessment procedures and the information gained is used well to ensure that pupils receive the right level of individual support and challenge.

## **DESIGN AND TECHNOLOGY**

119. The standard of pupils' work in design and technology is above that expected nationally in Years 2 and 6. This is an improvement since the last inspection. Pupils, including those with special educational needs, make good progress from Year 1 to Year 6.
120. Pupils in Year 2, including those with special educational needs, have a good understanding of designing for a purpose. They are able to plan what to do next, taking into account measurement and materials. They are knowledgeable about the properties of materials and their suitability for a purpose. They have good skills in joining various parts of a model. Higher attaining pupils have a particularly good understanding of how well the construction methods used meet their purpose, for example when making a moving vehicle. All pupils correctly use words such as 'chassis' and 'axle' when talking about their 'battering ram' built to attack a castle. They take great care in cutting and gluing straws onto card and then painting them for the roof of their vehicle. They have good skills in handling a range of tools and are aware of safety. The pupils' level of planning, labelling, illustrating and evaluating is above that usually found at this age. Pupils also apply these standards in food technology when making a fruit salad.
121. Year 6 pupils, including those with special educational needs, are confident in undertaking complex challenges related to real life situations. They use surveys, for example, to plan for a project such as providing a shelter on the playground for parents to use when waiting for their children. In this project, pupils made good use of the computer to generate questionnaires to survey parents and find out what kind of shelter would meet their needs. Higher attaining pupils have a deeper awareness of the questions to ask in such a situation. This resulted in them producing a more detailed draft drawing than other pupils before beginning production. All pupils continue to have a good awareness of the suitability of different materials when designing their product. They all label drawings of their designs well. They list resources and step-by-step procedures with reference to the original design, which they adapt as necessary. Lower attaining pupils, and those with special educational needs, discuss their work with other pupils and adults at the design stage, including the materials they are selecting. As a result, their products are of a good standard along with those of other pupils. All pupils

show good expertise and independence when using tools and pay careful attention to aspects of safety, especially with a glue gun. They evaluate their designs and products well. Pupils making pizzas show a similar level of design and making skills. They pay good attention to safety with cookers and hot liquids, as well as hygiene when handling food.

122. The overall quality of teaching and learning is good throughout Years 1 to 6. This is an improvement since the last inspection in Years 1 and 2. Planning ensures that pupils receive a good range of work that builds on previous learning well. Teachers plan well for the time available and manage pupils effectively. Activities are carefully organised so that not everyone needs tools and equipment at the same time and space is used safely. Teachers ask well-focused questions to spur on thinking about the link between design and making. They challenge assumptions made by the highest attaining pupils, for example about the strength or weatherproofing of materials. Good support is given to pupils with special educational needs, so that they achieve in line with other pupils. Good guidance charts contribute well to the success pupils have in their planning and evaluating. Teachers give good practical assistance where needed and ensure that pupils at each stage of their work receive support. The use of homework in Years 5 and 6 in the form of a real life survey made a good contribution to the development of the project on shelters.
123. In a satisfactory Year 1 lesson that was well planned and made good use of previous learning, pupils' achievement was slowed by too much information on the table for them to make a choice quickly. Their confidence, however, still allowed them to make satisfactory progress. Good foundations in evaluation are set in Year 1, where pupils evaluate products. They look, for example, at how a toy is made. They try out various joins, for example using masking tape or split pins and simply record the good and bad aspects of their testing toy.
124. The co-ordination of design and technology is good. Although not a specialist in this subject, the co-ordinator has undertaken training and ensured that the scheme of work matches National Curriculum targets. Resources are good and regularly replenished. Good checking of teaching and planning takes place. There is an evaluation of the subject each term for teachers to review the quality and range of learning opportunities and the teaching and learning strategies. There are appropriate links to information and communication technology with a program on 'How Things Work' and working traffic lights controlled on the computer. There are good procedures for assessing pupils' progress against National Curriculum statements. The information gained from assessment is used satisfactorily to check pupils' progress and plan further work.

## GEOGRAPHY

125. The standard of pupils' work in geography is as expected nationally in Years 2 and 6. This is an improvement since the last inspection in Year 2. Pupils, including those with special educational needs and those who are most able, make satisfactory progress throughout Years 1 to 6. Pupils' rate of progress in Years 1 and 2 has improved since the last inspection. The recommendation to implement a scheme of work for geography has been achieved and resources are now good rather than satisfactory.
126. Pupils in Year 2, including those with special educational needs, satisfactorily recognise physical features of the local environment. They ably identify natural and man-made features such as the aerodrome, farms and different kinds of rocks. When talking about their homes they use appropriate description of the building materials used. Higher attaining pupils have a more detailed awareness of features of the landscape, such as of different kinds of rocks and record this in greater detail. When drawing plans, they demonstrate good understanding of the use of a key to identify a house, roads and a pond. All pupils have a satisfactory knowledge of the use of two co-ordinates to identify an area or building. This learning is enhanced by use of a computer program, which helps pupils to build a map. Lower attaining pupils achieve at a similar level in their geographical understanding but require support when writing about it. Pupils also use a programmable toy to find routes. They successfully use real life surveys to identify how and when cars cause pollution outside the school.
127. Year 6 pupils have the expected understanding for their age of environments in different parts of the world. They ably locate on maps the towns and cities of Europe, such as Paris and Athens, and the different environmental conditions in these places. Pupils have a satisfactory awareness of transport systems in third world countries. They understand how transport systems affect the economy of the country; for example identifying how raw materials are moved for industry, or how people get to work. Higher attaining pupils show good research skills, analysing and recording information well. They identify, for example how industry or recession can affect cities in India or Pakistan. Through current work on Pakistan, pupils have an up-to-date knowledge of how war can affect environments and people and change locations of population, for example as refugees. Pupils successfully find information on the Internet and from a CD-Rom. In a Year 5 and 6 lesson, pupils competently used map reading skills, organisational skills and many mathematical skills with money and timetables, to meet a variety of challenges about travel. One group, for example, planned a business trip to Paris. They decided on the merits and cost of a trip to Paris by ferry or Eurostar, in standard or leisure class, with a constraint to be back in London at a stated time. Lower attaining pupils are supported in researching and recording information at a level similar to that of most pupils. Pupils of differing abilities work together well and show consideration for different points of view and are able to give reasons for their decisions.
128. The overall quality of teaching and learning is satisfactory throughout Years 1 to 6. Planning for geography is good, with appropriate attention paid to methods of recording for pupils with special educational needs and suitable challenge built into questions for higher attaining pupils. Secure subject knowledge helps teachers to plan lessons with interesting challenges building on pupils' previous knowledge. Pupils are managed well, so that resources are shared. Different strategies are used satisfactorily, such as direct teaching and opportunities for pupils to search for information. A good range of resources such as books, photographs and CD-Rom and the Internet are used appropriately to support pupils' learning. Interest and eagerness to participate were generated in a Year 5 and 6 lesson, where extra resources such as Eurostar and ferry

timetables were added as part of the challenge to plan a journey. Praise for success encouraged concentration and perseverance.

129. Marking is used but does not regularly give pupils guidance on how to improve their work. Thorough assessment at the end of a lesson ensures pupils have understood the content of the lesson and any misconceptions are dealt with. Teachers have high expectations of pupils' work, particularly in Years 5 and 6. The methods used ensure that pupils develop knowledge, understanding and skills in a systematic way.
130. The leadership and management of geography are satisfactory. The co-ordinator has overseen the introduction a new scheme of work since the last inspection, and this has rectified a weakness found at that time. This scheme ensures that the requirements of the National Curriculum are met fully. Resources have improved since the last inspection. The recent emphasis has been on increasing the computer programs to match the areas taught. Many of these are already in use. A good assessment system records pupils' attainment and progress against National Curriculum statements and gives an overview of class progress. The information gained is used satisfactorily for future planning. Teachers review what has been covered at the end of term. Where appropriate, these reviews also lead to readjustment of the curriculum or teaching and learning strategies.

## **HISTORY**

131. The standard of pupils' work in history is as expected nationally at the end of Years 2 and 6. Pupils, including those with special educational needs, make satisfactory progress as they move up the school from Year 1 to Year 6. The standards in Year 2, and pupils' progress in Years 1 and 2, are better than when the school was last inspected. A new scheme of work has been implemented as recommended at the last inspection.
132. Pupils in Year 2 recognise that their lives are different from those of children who lived in the past. Through pictures, books and CD-Rom, they have acted as 'detectives' investigating castles. They have discovered that they are made of blocks of stone and built on hills "so enemies can't get them easily". Pupils use new language with understanding, such as 'hewed' from stone and a 'mason' for building. They sequence events in order, such as the preparation and assault on a castle. They successfully research answers to questions, such as 'How did they wash their clothes?' Through a visit to Castle Rising, pupils have developed an understanding of the protective aspect of a castle, so that they competently use new words such as 'portcullis' and 'moat.' Higher attaining pupils have investigated and recorded in greater detail, for example finding out about the depth of moats as a protective aspect. The lowest attaining pupils have recorded their work as pictures. Through investigation of the life of Guy Fawkes, pupils have acquired an understanding of how we find sources of information, past and present, from news, media, radio, television and the Internet. In a lesson observed during the inspection, pupils made good efforts to find information from an 'old' newspaper and a picture about Guy Fawkes. Higher attaining pupils were able to present their findings about Guy Fawkes in a simple newspaper format. The lowest attaining pupils presented a simple sentence or question in a 'speech bubble', having looked at pictures to find information.
133. By Year 6, pupils have a satisfactory knowledge of different periods of history and are able to use a time line competently. They identify changes across different periods of time, for example, comparing courts in Ancient Greece with the British judicial system. They demonstrate a satisfactory knowledge of the history of past societies, such as

lifestyles, homes, justice, worship and war through the Ancient Greeks. Higher attaining pupils research topics more widely and record information in depth, as well as illustrating their work to a high standard. Most pupils successfully use imaginative writing and description of artefacts to bring to life aspects of their studies. Lower attaining pupils cover the same topics as other pupils, but their research and recording methods are at a simpler level. They record their findings, for example, as tables of information or pictures with descriptive sentences. Computers are appropriately used to research information and also to provide simulated situations that pupils explore in 'Ancient Greece'. Pupils also have a secure knowledge of the history of Britain and war in the twentieth century.

134. Teaching and learning are satisfactory overall throughout Years 1 to 6. Teachers have secure subject knowledge and use a range of suitable strategies to develop pupils' historical knowledge and understanding as well as their skills of enquiry. Of particular note is the amount of historical research provided through artefacts, visits, photographs, video and computer work. This work enthuses pupils into showing great interest in their topics and presenting them well. Regular marking takes place and praise is given, but there is not enough written feedback to guide pupils to better work. In the satisfactory lessons observed in Years 1 and 2, teachers' use of resources provided a sound basis for investigating how information can be acquired and for comparing old and current domestic implements. The activities successfully caught pupils' interest and they concentrated on the tasks set. In direct teaching at the start of lessons, teachers use pupils' previous knowledge as a basis for learning and the setting of new challenges. In both lessons, pupils with special educational needs received adult support to achieve satisfactorily. The highest attaining pupils had more challenging tasks in Year 2.
135. The leadership and management of history are satisfactory. The co-ordinator has drawn up a new scheme of work, particularly for Years 1 and 2 where standards were not high enough at the last inspection. Writing in different forms makes an effective contribution to the development of pupils' literacy skills. New resources have been added since the last inspection, making them now good. The co-ordinator checks teaching, samples work and sees end-of-term teacher assessments of pupils' work. These sources of information are used to adjust the curriculum if necessary, after joint discussion with staff. Good assessment procedures linked to National Curriculum statements are in place. The information gained from these is satisfactorily used to build on pupils' historical knowledge, skills and understanding through new work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

136. Standards in information and communication technology are as expected nationally in Years 2 and 6. Pupils, including those with special educational needs, make satisfactory progress as they move up through the school. This is an improvement since the last inspection when pupils' progress was unsatisfactory and standards were not high enough.
137. Year 2 pupils use computers confidently to 'write' text, make lists and record their address. They change the size and colour of letters and use a word bank knowledgeably. They know how to open and close programs and print their work without needing constant support. Higher attaining pupils are fully independent in their use of the computer while the lower attaining pupils require support to achieve similar skills. They are also slower when using their skills. All pupils use adventure programs satisfactorily and follow instructions on how to find hidden items. When using a paint program, they change background colours confidently and make pictures with a range



of on-screen tools. Thoughtful 'mood' pictures are successfully produced by all pupils, to complement their work in religious education. Pupils enthusiastically find information about castles from CD-Rom to enhance their history work. They know how to record and analyse simple weather data, successfully representing this in a block graph form. Pupils ably use the mouse to move objects on screen. They move houses, for example, to make a plan of an area to support learning in geography. Most pupils have a firm grasp of controlling a robot toy to make it move in various directions and to turn at 90 degrees. The highest attaining pupils can make it draw a line from its travels and also guide it to negotiate its way through a maze. In this aspect, higher attaining pupils are achieving standards above those expected for their age. All pupils, including those with special educational needs, have a sound knowledge of how devices in school and in the home are controlled, such as cookers, microwaves and video recorders.

138. In Year 6, most pupils have a secure knowledge of word processing techniques, although they do not consistently use these to support their work in English. They combine text with pictures and tables and use their skills to present a range of survey sheets to support a design and technology project. Higher attaining pupils show a better design layout of their questionnaires and more probing questions for the parents. Although most pupils show independence in the use of computers, those who are higher attaining give assistance and advice to others such as on the best font to use. Pupils have secure knowledge of using a CD-Rom to search for information about history, geography and religious education topics and use the staffroom Internet with support to find pictures and information about Pakistan. They are confident in producing tiled patterns in different orientations for use in design and technology, and in using a mathematics program to design quadrilateral shapes, using knowledge of lines and angles. Lower attaining pupils receive good support to ensure that they achieve the same level of skills as most others. A good knowledge of spreadsheets has helped pupils to undertake and analyse surveys. Pupils confidently use the correct terminology, such as 'cell' and 'formula' and recognise that inadequate information gives inaccurate results. While using control devices, all pupils have competently investigated materials and how light passes through different colours or thickness of material. Pupils have knowledge of e-mail but cannot use this facility in class until the computers are networked. All pupils have a sound understanding of computers in the environment and know that major breakdowns cause problems, such as with traffic lights or railway barriers. Pupils have the expected experience of the use of video, but do not have the facility to combine moving pictures and sound on the computer.
139. The overall quality of teaching and learning is satisfactory throughout Years 1 to 6. Planning for information and communication technology has been carefully developed to ensure all skills are taught at an appropriate level as pupils move up through the school. Teachers have sound subject knowledge and this results in pupils making satisfactory progress in all areas of learning. Computers are used regularly in each classroom to support learning, and pupils work well together in pairs. Pupils handle machines carefully and follow correct procedures when starting and closing them down. Pupils with special educational needs are well supported by support assistants, who help them to access many of the same activities as other pupils and to make satisfactory progress. Pupils are managed well so that they all have equal access to learning. Guidance notes are always available with the computers for Year 6 pupils who use them well. Lack of planned opportunities to use word processing skills on a more regular basis, however, limits pupils' growth of independence and use of facilities such as spell checking. Ongoing assessment of pupils' work ensures that help is given when pupils most need it.
140. Current management of information and communication technology is satisfactory. At

the time of the inspection, there was no co-ordinator owing to staff changes. The headteacher was overseeing the area. The school has made effective use of help provided by the local education authority to rectify the weaknesses found at the last inspection. New computers and programs have been purchased and the school is linked to the Internet, although the Internet can only be accessed through the staffroom computer. Further work to network the computers in classrooms is planned for next term. All staff, including support assistants, have received training in the use of programs. Recent emphasis has been on acquiring new computers and programs to support learning in all subjects. However, there are still not enough opportunities for pupils to enhance their learning across the curriculum through using computers especially in English, art and design, and music. Satisfactory checking of the subject is undertaken to ensure that all class teachers are teaching skills at the correct level and in manageable parts.

## MUSIC

141. The standard of pupils' work in music is as expected nationally in Years 2 and 6. All groups of pupils, including those with special educational needs, are making satisfactory progress as they move up through the school. The standards achieved and pupils' rate of progress are much the same as when the school was last inspected.
142. Pupils in Year 2 have the skills expected for their age in using percussion instruments for composing and performing simple sound patterns. They record these compositions using symbols to represent different instruments. They also use symbols to show, for example, that the sounds are 'getting louder'. When listening to music, pupils differentiate between 'high' and 'low'. They count beats with the expected accuracy. A relative weakness in the music standards of pupils in Year 2 is in singing. Pupils are not particularly tuneful or confident in this aspect of music.
143. Pupils in Year 6 have a good awareness of rhythm. They clap a rhythm with reasonable accuracy and identify the beat in a recording of an African fireside song. When listening to music, they identify key instruments and, for example, understand how the different components contribute to the overall effectiveness of the music. In relation to the African fireside song, for instance, pupils are able to say what part solo singing and drone play. Pupils have the expected knowledge of musical instruments and the different 'families' to which they belong, such as strings or woodwind. They are developing their awareness of formal notation at the level expected. There is insufficient evidence to make a judgement on singing standards in Year 6 as this was not a component of the lesson or Year 5 and 6 assemblies observed.
144. The overall quality of teaching and learning is satisfactory, as it was at the last inspection. A good lesson was seen in the Year 5 and 6 class. In this lesson, the teacher was clear about what she wanted pupils to learn. The pace of the lesson was brisk with full use of every moment to support pupils' learning. The activities in this lesson helped pupils to make effective progress in listening critically and in identifying the range of components that are layered together to make a piece of music. In this lesson, a grid in pupils' music books provided them with additional support in recording the beat of the music and in identifying the different layers within it. A brief written activity at the end of the lesson reinforced the learning well. Throughout the school, teachers use books for the recording of practical activities well. These give pupils a quick reference point to previous work when appropriate. Teachers provide a suitable range of activities to cover the areas of composing, performing and listening.
145. Although teaching and learning are satisfactory overall, there are some areas in which

improvement is needed. In a Year 1 and 2 lesson, the pupils made effective progress throughout the clearly focused and well-paced whole class activities. Much of this lesson was well structured to build on pupils' prior learning. When the pupils moved to group activities, progress was less effective. This was because pupils were in mixed age groups. The result was that some of the Year 1 pupils found the activities too difficult without adult support. A few of the Year 2 pupils were frustrated by the Year 1 pupils not being able to work at the same level as them. In this lesson, a member of support staff was present and was used to give general assistance to pupils and particular help to those with special educational needs. There was scope, however, for activities to be varied in complexity according to pupils' needs and for better deployment of the other adult present. In a Year 3 and 4 lesson, pupils were satisfactorily introduced to hand bells and the musical patterns possible in playing four hand bells in different orders. There was, however, too little practical exploration and too great an emphasis on pupils listening to the teacher. There were two other adults in this lesson and the organisation of the lesson meant that they did not contribute enough to pupils' learning.

146. The headteacher provides clear leadership for music in her role as co-ordinator. She has carried out observations of lessons and has identified ways in which teaching might be improved. She has, for example, introduced oral or mental starters to lessons that quickly gain pupils' involvement and active participation. This was seen working well in the Year 1 and 2 lesson observed. The headteacher has also introduced the use of books for recording work and this initiative is well established throughout the school and making an effective contribution to pupils' learning. There are good procedures for assessing pupils' attainment and progress in music. Records are passed on from one teacher to the next as pupils move up a class. The information from assessment is used satisfactorily by teachers in planning lessons, with effective use in Years 5 and 6.

## **PHYSICAL EDUCATION**

147. The standard of pupils' work in physical education is as expected nationally in Year 6, as it was at the last inspection. Pupils in Years 3 to 6, including those with special educational needs, make satisfactory progress. As no physical education lessons were observed in Years 1 and 2, it is not possible to make a judgement on the standards achieved by pupils of this age. Similarly, while a judgement on teaching and learning is possible for Years 3 to 6, no judgement is made for Years 1 and 2.
148. Pupils in Year 6 have the expected confidence and skills in swimming. Higher attaining pupils swim two widths of the pool with ease and have good co-ordination. Others also swim two widths, but lower attaining pupils do so much more slowly and with a 'doggy paddle' style. Most are developing skills in swimming with their faces in the water and in breathing as they turn their heads to the side. Many float on their backs in star and arrow shapes. Pupils in Years 3 and 4 successfully devise movements to mimic jungle creatures such as monkeys, snakes and parrots. Working with a partner, they form shapes and move over and under each other showing the control and co-ordination expected at this age. Although no judgement is made for standards in Year 2, the physical co-ordination and competence of movement shown by those in Year 3 suggests that they achieved the expected standards in Year 2.
149. The overall quality of teaching and learning in Years 3 to 6 is satisfactory. A very good lesson was taken by the instructor at the swimming pool. This lesson was very effective in meeting the range of pupils' needs in the mixed ability class. The higher attaining pupils were provided with suitably challenging activities to develop their skills. The lowest attaining pupils were given activities and coaching that built their

confidence. The class teacher and support assistant were very effectively deployed in supporting pupils grouped by ability for different activities. As a result of the clear instructions, pupils knew exactly what was expected of them. They all tried very hard to improve their strokes and made very effective progress during the lesson.

150. During a Year 3 and 4 dance lesson, the teacher made satisfactory use of a tape-recorded lesson to develop pupils' skills in movement. She stopped the tape at appropriate moments to make teaching points. Effective use was made of pupil exemplars, for instance to develop pupils' skills in moving like snakes. The other adults present were satisfactorily deployed to give help to pupils as required. Praise was used well to recognise good work and effort and to boost pupils' self-esteem. Teachers' planning shows that pupils throughout the school are provided with an appropriate range of activities at the right level for their age.
151. As at the last inspection, the school makes considerable effort to ensure that pupils experience a full physical education curriculum. With no school hall, the school arranges for pupils to travel to other schools by coach for lessons in dance and gymnastics, as well as swimming. There are no extra-curricular sporting activities and this is a concern to some parents. Plans are in place to rectify this once the new school hall is built. There is scope for greater involvement of a few willing parents in providing such after-school activities. The overall leadership and management of physical education are satisfactory. The arrangements for assessing pupils' attainment and progress are good. The information gained is used appropriately by teachers when planning lessons. Records are passed on to the next teacher when pupils move up a class.

## **RELIGIOUS EDUCATION**

152. The standard of pupils' work in religious education is above the expectation of the locally agreed syllabus in Year 2. In Year 6, standards are in line with the expectations of the syllabus. Pupils, including those with special educational needs, make satisfactory progress overall as they move up through the school. Progress is good in Year 2, however, and this is the key reason for the above average standards in this year group. The standards in Year 2 are better now than when the school was last inspected. In Year 6, standards have remained the same.
153. In Year 2, pupils have a good understanding of Christian celebrations such as Christmas, and also those of other faiths such as in Sikhism. Most pupils successfully compare ceremonies and customs, such as Christian baptism with customs used by Sikh families. They show good understanding and reverence for the formal ceremony of baptism when role-playing the situation in class. Pupils are aware of symbolism, such as water washing away the past inside, white clothes representing purity, and the candle as Christ's light in the world. They have a clear understanding that promises are made to help the baby in the future. When considering life with a baby in a Sikh household, they describe well the custom of whispering a prayer in the baby's ear. From this they thoughtfully produce ideas of what they would whisper in a baby's ear. They know that people followed Guru Nanak because he was wise. They fully understand about anger and sharing and higher attaining pupils explain why they have such feelings. Higher attaining pupils show a greater level of thought about customs and symbolism in their written recording of work. They give reasons for their understanding of God not being seen such as "He is invisible to our eyes". Lower attaining pupils record their more simple thoughts in these areas by supported or less detailed written work. Pupils' ability to compare customs and ceremonies, know that God cannot be seen and reflect on these facts with their own suggestions is above that

expected from the locally agreed syllabus.

154. By Year 6, pupils have the expected understanding for their age of the key beliefs and teaching of Christianity, Islam and Buddhism. They have a clear understanding of how religious beliefs affect lifestyles in both Christianity and Islam. Higher attaining pupils show a wider range of sources of their information from research on CD-Rom as well as books and artefacts, particularly in relation to Islam, and illustrate their work very carefully. Lower attaining pupils, and those with special educational needs, achieve a level of recording similar to most other pupils because of the good support they are given. Pupils have secure knowledge of how symbols are used in different faiths and use this knowledge to develop their own symbols based on Christianity. These are well presented in the mode of stained glass windows. Throughout their studies, pupils reflect very well on how they feel about moral and religious issues that are raised by faith and belief. Higher attaining pupils are particularly reflective when assessing, for example, how they would react to having to attend evening religious classes as a Muslim, when they may want to play.
155. Teaching and learning are satisfactory overall throughout Years 1 to 6, except in Year 2 where they are good. In Year 2, pupils think deeply about issues of customs and faith because of the well focused and sensitive questions put to them. The planned role-play enables them to have greater understanding of ceremonies, such as infant baptism. The activities planned in art and design, and the use of computers to help pupils think about 'moods', give them a greater awareness of the uniqueness of themselves.
156. Throughout the school, teachers have a secure knowledge of the areas taught and ensure pupils learn at a satisfactory pace. They use a variety of strategies, such as direct teaching, researching information, watching a video and reflecting on religious and moral questions. Pupils are well managed to use resources thoughtfully. Those with special educational needs are sensitively supported and higher attaining pupils are given more challenging research, to which they respond with interest and enthusiasm. Support staff are used well to support those with special educational needs, but also to help in asking focused questions when discussing moral or religious questions and in researching information about different lifestyles. As a result, pupils build steadily on previous learning. The attention and respect given to the subject by staff has resulted in a good standard of presentation of work, particularly in Years 5 and 6. Good use is made of research or information collected through home tasks to support pupils' learning in class, such as in considering baptism.
157. The co-ordination of religious education is satisfactory. There is an appropriate scheme of work linked to the locally agreed syllabus. A good range of artefacts, including video and CD-Rom, have been collected to support learning. These have enthused pupils and they have learnt to show respect for articles on display. A regular visitor helps pupils to explore facets of the work of a church minister. The co-ordinator checks focussed topics in teaching and learning or planning agreed by the staff. These are discussed and the curriculum is adjusted if necessary. Good procedures are in place to assess pupils' learning. The information gained is satisfactorily used for planning.