

INSPECTION REPORT

PAYNE PRIMARY SCHOOL

Parson Drove near Wisbech

LEA area: Cambridgeshire

Unique reference number: 110644

Headteacher: Miss Lisa Sharratt

Reporting inspector: Alan W. Perks
18889

Dates of inspection: 16th – 19th September 2002

Inspection number: 247022

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Main Road Parson Drove Wisbech Cambridgeshire
Postcode:	PE 13 4 JA
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Appropriate authority:	The governing body
Name of chair of governors:	Mr. Paul Grooms
Date of previous inspection:	5 th – 6 th July 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18889	Mr. Alan W. Perks	Registered inspector	Mathematics Science Information and communication technology Art and design Design and technology Foundation stage	What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
1305	Dr. Brian Rance	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
29688	Mr. Michael Brammer	Team inspector	English Geography History Music Physical education Religious education Equality of opportunity Special educational needs	Pupils' attitudes, values and personal development. How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small rural school for pupils aged four to 11, serving the village and surrounding fenland area. The school has a much smaller than average pupil population of 62, which includes nine children of reception age. Therefore, some caution should be made when considering the school's statistics. There are more boys than girls on a ratio of three to two, and pupils are divided into three mixed class groups according to age. Similar proportions of each gender are represented in each ability group. Pupils come from homes that show a wide range of socio-economic backgrounds, with most coming from an area recognised as having social and economic deprivation. Children entering the reception class have skill levels that are diverse and, overall, are slightly lower than those expected. One pupil carries a Statement of Special Educational Need (1.6 per cent), which is in line with the national average. There are eight pupils of compulsory school age that are identified as having special educational needs (12.9 per cent), which is well below the national average, and these pupils have learning difficulties. There are no pupils who are learning English as an additional language. A very few pupils are designated as non-white. There are seven designated travellers and no asylum seekers or refugees. Very many pupils move in and out of the school in any academic year. Nearly 20 per cent are eligible for the free school-meals, which is within the national average range (8.7 to 19.6 per cent). This is a broadly similar picture to that at the time of the previous inspection, but there has been a significant reduction in eligibility for free school meals (reduction from 41 per cent) and two of three teaching staff have been in school for less than two weeks. The third member is coming towards the end of a one-year contract. This inspection is very early in the new school year and follows a lengthy period of teacher recruitment difficulties.

HOW GOOD THE SCHOOL IS

This school has many good features and by the age of eleven pupils attain standards in English, mathematics, science and all other subjects, that are in line with national averages and expectations, except for information and communication technology. This results from at least satisfactory, and sometimes good teaching, and the effective leadership and management by the headteacher and governing body. The successful team effort ensures that the school gives satisfactory value for money, even though the amount spent per pupil is very high.

What the school does well

- The good leadership and management provided by the headteacher and the governing body have assured that the school continues to grow in population, standards and quality of teaching and learning.
- The observed teaching was never less than satisfactory, and a significant amount was good.
- Most pupils' attitudes and behaviour are good, and relationships are very good.
- It provides a supportive and caring atmosphere.
- It has formed strong links with parents, the local community and partner institutions, which has resulted from a determined and successful attempt to heighten the profile of a small school.

What could be improved

- Teachers' planning is not taking sufficient account of pupils' prior achievements when work is being set across all subjects of the curriculum.
- The provision for pupils to learn more about information and communication technology is not regular enough for pupils to build on previous skills and use these to best effect across the whole curriculum.
- The policies and practices for dealing with some unacceptable behaviour are not sufficiently structured.
- Attendance figures remain lower than average.
- There is still not enough planned provision for pupils to become aware of living in a multi-cultural society.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 2000 and has made satisfactory improvement in the areas reported upon since then. There are still some issues related to the attendance of a few pupils and pupils remain insufficiently aware of many other cultures. Most notable improvements are seen in the monitoring of teaching and learning and the subsequent rising trend in standards. Overall, the quality of teaching is satisfactory in all phases of the school, which is not as good as the quality reported at the time of the previous inspection, but this is due to considerable staff turnover. Parents are working much more closely and confidently with the school, and many more are taking a growing interest in their children's progress and achievements. Improving communication and management systems used to link the local education authority more closely with the school are having a very positive effect on the efficiency and effectiveness of the governing body. Governors are more aware of their roles and responsibilities and are working very closely with the headteacher to raise the profile of the school. Recent difficulties with teaching staff recruitment are being successfully negotiated and the school has a satisfactory capacity for further improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	-	-	-	-
mathematics	-	-	-	-
science	-	-	-	-

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

- The table showing the standards achieved by 11 year olds based on average point scores in National Curriculum assessment tests has not been included because the numbers taking the tests are too small for the grades to be meaningful.
- In the 2002 national tests, all pupils attained the required standards for eleven year olds in science. Each year's group of children is widely variable in prior attainment levels on entry to the school, there is a high level of pupil movement in and out of school, and there are regularly small numbers taking the tests, all of which has a significant effect on statistics. Nevertheless, targets set in agreement with the local education authority for 2001 and 2002 in English and mathematics were exceeded. Targets for 2003 are higher, showing an increasing trend in terms of expectation, but these remain below national targets. This is to realistically reflect the group of pupils.
- By the end of Years 2 and 6, pupils are producing work and showing levels of knowledge, skill and understanding that are variable and, overall, are as expected. About one third are showing higher than expected levels at the end of Year 5 in science, for example, but almost all pupils are not achieving all the targets that they should reach in information and communication technology. Up to a third in each class are finding difficulty with their work and are unlikely to attain the required standards at the end of each year without considerable improvement in their rate of progress with learning. Standards in English, mathematics, science, art and design, design and technology, geography, history, music, physical education and religious education are as expected. Pupils of all backgrounds have similar achievements. There are no significant differences between the attainments and achievements of pupils from minority ethnic backgrounds in comparison to the range found in each age group. There are no significant differences in the achievements of boys to those of girls, other than there are more boys who have special educational needs in some age groups. About a quarter attain at higher levels in English, mathematics and science.
- Children in the Foundation Stage of their education (i.e. those in the reception year) are settling very quickly to school routines. It is likely that almost all of those in this group will achieve the recommended Early Learning Goals by the time they enter Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Almost all pupils arrive promptly and sustain good levels of concentration throughout the day. Almost all pupils enjoy their schoolwork because of the caring attitude of staff and the very good relationships that they have with them.
Behaviour, in and out of classrooms	Good. Almost all pupils' behaviour is regularly good or better in lessons and around the school. There were no incidences of bullying or harassment observed or reported. A few pupils showed elements of disruptive behaviour, which has a negative effect on their rate of progress with learning.
Personal development and relationships	Good. Pupils' personal development is generally good, but there are too few opportunities for them to learn more independently. Relationships between pupils across all age groups are regularly very good.
Attendance	Unsatisfactory. The attendance of most pupils is satisfactory or better, but a few pupils show levels that fall well below average, and so the school's figures show below average, despite the school's best efforts to gain the co-operation of a few parents.

TEACHING AND LEARNING

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

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

- The quality of observed teaching is satisfactory in all phases of the school. The school has a new team of teachers and they have only had a few days to begin to know the pupils in their classes and the standards that the groups are achieving. The teaching seen during the inspection was always at least satisfactory, and with a significant proportion of lessons showing good teaching. One lesson in mathematics was very good, enabling pupils to work at suitably challenging levels and appropriately encouraging them to work at a swift pace so that maximum benefit was made of the available time. Teaching over time has also been mostly satisfactory, but ranges from very good through to small amounts of unsatisfactory provision. Teaching of reception age children is satisfactory overall, and sometimes good, and leads to at least satisfactory progress being made with their early learning. This rate of progress is generally maintained as pupils move through the school. Across the school, the skills of literacy, numeracy and scientific enquiry have been effectively taught, which has led to a generally rising trend in standards.
- In the better lessons, teachers' planning takes good account of the wide range of prior attainment in each group, expectations of what pupils might achieve are often high and teaching staff use increasingly challenging questions to promote pupils to think more deeply about their answers. This approach is more frequently seen in mathematics, where extensive assessment data is available and used effectively to support teachers' lesson planning at a more individual pupil level. Weaknesses in teaching occur when teachers' planning is not used to best effect, as in subjects such as information and communication technology, and so pupils are not given enough opportunities to develop skills in a structured way to benefit their learning and use of technology across the curriculum. Their previous work does not show that they know and understand facts and other aspects of learning to the required level. In some other subjects, such as geography and history, not enough notice is taken of pupils' previous levels of achievement, so that those with higher skill levels have not been given enough

opportunities to work more independently to achieve increasingly higher standards through independent research. When used effectively, as in many literacy and numeracy lessons, classroom support assistants and the few parent helpers have a good effect on pupils' rate of learning and the standards they reach.

- The teaching of pupils who have special educational needs is satisfactory. Travellers and the few pupils who come from other minority ethnic backgrounds have equality of opportunity and make suitable progress in line with those from other groups. However, more able pupils are not always taught to a suitably high level or given the chance to excel.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The quality and range of learning opportunities have continued to improve. The curriculum is broad and generally balanced, which satisfies the needs of almost all pupils in the important subjects of English, mathematics and science, but provision for information and communication technology is unsatisfactory. There is equality of opportunity for all. Provision for children at the Foundation Stage is satisfactory. Provision for extra-curricular activities is satisfactory. Too little work in subjects other than English, mathematics and science has been done over the last few years.
Provision for pupils with special educational needs	Satisfactory. The provision for pupils with special educational needs is satisfactory, enabling them to make satisfactory and sometimes good progress towards their targets. Targets in individual education plans are appropriate and followed carefully in literacy and numeracy lessons. However, these targets are not always considered sufficiently for other subjects in teachers' lesson planning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' moral and social development is a clear strength. All adults successfully promote a clear moral code and are very good role models to pupils. Provision for pupils' spiritual and cultural development is satisfactory, although there continues to be insufficient emphasis on the development of pupils' knowledge and understanding of alternative cultures present in the wider society.
How well the school cares for its pupils	Very good overall. The school provides a very good level of care and ensures that pupils' welfare and procedures for child protection are at a very good level. The school has good arrangements in place to assess pupils' academic performance and personal development. Strategies for checking and improving attendance are very good, but are frustrated by a few parents' lack of response.
How well the school works in partnership with parents	Very good overall. There is a good level of parental involvement that supports their children's learning at school and at home. Very good quality information keeps parents suitably informed. This valuable link has improved significantly and has become a real strength of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher provides good leadership and has been highly influential in continuing the improvements that have taken place, despite considerable difficulties. She has effectively maintained stability and now rightly sees the induction of a new teaching team as the priority. Key staff are very new to post and have made a satisfactory start in their roles, but have not yet begun to focus on their management responsibilities. The co-ordination of subjects has been mostly satisfactory in the past.
How well the governors fulfil their responsibilities	Good. New appointments have been made and a nucleus of influential members is working successfully alongside the headteacher to make best use of resources for all pupils and adults on site. They provide adequate staffing, accommodation and learning resources, and fulfil all of their statutory responsibilities.
The school's evaluation of its performance	Good overall. The school has continued to grow stronger in its evaluation of all school activity. There is good monitoring of the effects of the governing body's decisions, and how these affect pupils' learning.
The strategic use of resources	Good. There is good, effective targeting of resources to bring about agreed improvements, such as maintaining staffing and development of buildings and outside areas. The governors and headteacher have a good awareness of the principles of best value and use them. There is excellent financial control, and there is good use of financial resources, including additional funding. The school continues to give satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Almost all state that their children like going to this school. • Almost all feel that their children are making good progress with their learning. • Almost all state that the quality of educational provision is good. • Almost all state that the school is well led and managed. 	<ul style="list-style-type: none"> • A few parents feel that they are not kept sufficiently informed about their children's progress. • A significant proportion of parents state that the school does not provide a sufficient range of activities outside of lessons. • A few parents stated that they felt the attendance levels of some pupils were in need of improvement.

There was good support for the school from those parents who attended the meeting and from responses to questionnaires. The inspection team firmly supports the views of these parents about the many strengths of the school. Although a few parents indicated that they were not kept sufficiently informed, inspectors found the school very willing to discuss each child's progress and information to parents in annual written reports was very good. Despite staffing recruitment difficulties, the school managed to provide a satisfactory range of after school activities. The team agrees that the school requires better co-operation from those few parents whose children have attendance levels that are less than average. The team concludes that the school's relationship with its parents and other members of the community continues to improve and is a significant factor in supporting the school's growth.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children enter the reception group at age four, their skill levels are widely varied, and overall are usually just below the level expected for children of their age. The weakest area of these children's development is often in their communication, language and literacy skills. The physical development of this year's group is above the expected level. Their development in the other areas of learning is as expected, as in their levels of personal and social skills, and are able to cope with the change in routine. Their mathematical skills and their knowledge and understanding of the world are very limited. Their creative development is as expected, so that they eagerly use simple tools and equipment to create new products. As a result of satisfactory teaching, these children are making satisfactory progress and over three-quarters are likely to achieve the nationally recommended early learning goals by the time they join Year 1 in all the areas.
2. Comparisons between year groups over time are statistically invalid because of the small numbers of pupils involved, and the differences in ability in each year group. However, more pupils attained the required levels in 2001 than in the previous year by the end of Year 2, and even more in 2002 in science. In the 2001 National Curriculum assessments at the end of Year 2, all pupils attained the required levels in the tests and assessments in English, mathematics and science. It is also difficult to make major judgements in trends in the statistics, as the group of pupils entered for the tests in each year is so small.
3. The same situation applies for pupils at the end of Year 6. In the light of the 2000 results, targets were agreed with the local education authority and these were exceeded. The average result for this period falls below the national average, but latest initial national test results (2002) show a significant improvement. Targets for English and mathematics for 2002 were considerably exceeded, reflecting the considerable movement of pupils in and out of the school. The group tested was not the group that was previously assessed when targets were set. For 2002, the National Curriculum test results in English were 78 per cent attaining the required level (national average 75 per cent), in mathematics 67 per cent attained the required level (national average 73 per cent), and in science 100 per cent of pupils attained the required level (national average 86 per cent). Caution must be exercised in interpreting these statistics as one pupil can make so much difference.
4. Other inspection evidence shows that there is a wide spread of standards of attainment in English, mathematics and science in all year groups, with a weighting towards average levels. By the end of Year 2, the larger proportion of pupils have continued to make satisfactory progress in the essential areas of speaking, listening, reading, writing and numeracy. They are at the expected levels in English, mathematics and science. This represents maintenance of the standards reported by the previous inspection in all three subjects. By the end of Year 6, the larger proportion of pupils attain at expected levels in English, mathematics and science, which indicates improvement since the previous inspection. Across the school, and apart from information and communication technology, pupils make satisfactory use of their key skills in learning, such as reading and writing, in other subjects. The differences in the achievements of boys in comparison to girls in national tests over several years, can be explained by the differences in group size in some classes, and the higher proportion of boys that find difficulty with learning who are joining the school at times other than reception age. Except for the fact that more boys than girls are found in some year groups, thus creating the opportunity for greater swings in statistics, there is no other specific evidence to identify what causes gender differences in national test results beyond variances in achievement levels prior to the tests. All pupils are given the same opportunities to succeed. Comparisons of pupils' attainment in their progress through the school are considerably

distorted by the very high level of movement in and out of school, between the ages of four and eleven.

5. By the end of Years 2 and 6, pupils have made generally satisfactory progress with their learning in art and design, design and technology, geography, history, music, physical education and religious education, and the larger proportion is achieving expected standards in these subjects. However, most pupils' standards of attainment in information and communication technology are not as good as expected for their ages. Although some pupils were observed accessing computers and using other communications equipment, other evidence confirms that not enough time has been spent in developing individual skill, knowledge and understanding so that pupils build successfully upon previous learning. The rate of development has been hindered by weaknesses in teachers' planning, shortages in equipment and the inconsistency with which pupils access computers and other communications equipment. Pupils have not used equipment with enough regularity to aid research and recording, for example, in other subject areas.
6. About a quarter of pupils attain at a higher level in English, mathematics and science, and about one-third of pupils in most age groups do not attain the expected levels. This can partly be attributed to their lower than average level of initial skills on starting the school, partly the differences in each year's group of pupils, and partly the differences seen in teaching and other provision. For example, sound teaching and increasing resources within the National Literacy and Numeracy Strategies have enabled the larger proportion of pupils to make steady progress within these lessons across the school. The overall satisfactory, and sometimes better progress that they make in their learning in these two subject areas is directly related to teachers' clear planning of content, effective use of assessment information and the skill with which teachers have used their knowledge and understanding of the subject materials. Pupils' good National Curriculum assessment results in science also reflect the good planning. A few pupils underachieve because of their less than satisfactory levels of attendance or behaviour.
7. Across the school, the progress that pupils with diverse special educational needs make with their learning is satisfactory in relation to their difficulties. They are provided with suitable levels of support from their teachers and the learning support assistants. Their targets are regularly and carefully evaluated and reviewed, and new targets are appropriately set to aid progress. These pupils make best progress when aided by additional learning support assistants. The setting of work that takes account of the wide range of prior achievement in class groupings, as in literacy and numeracy lessons, is particularly helpful to these pupils because work is regularly set at the correct level from the beginning of each lesson. Travellers and the relatively few pupils from other minority ethnic backgrounds make progress at comparable rates to other pupils because of the full equality of opportunity. Pupils who show higher attainment potential, however, do not always make the progress of which they are capable in subjects other than mathematics.

Pupils' attitudes, values and personal development

8. Overall, pupils' attitudes to school are good and have a positive impact on their learning. Pupils like coming to school, they enjoy learning and they are suitably articulate in relation to age. Pupils know and understand the well-established routines of the school, and pupils who are new to the school also quickly settle into them. Pupils' attitudes and behaviour are about the same as reported two years ago.
9. Most pupils are able to work independently on the tasks they are given and are keen to complete them in a reasonable time. These pupils are also good at waiting to take their turn to speak and answer questions in classroom discussions, and they do not do so until invited to by the teacher. They therefore listen to each other and the teacher, which all contributes to their learning.
10. However, there is a significant minority of pupils in each class who have yet to learn these disciplines. They readily move off task, gossip unnecessarily, talk out of turn and a few are

occasionally disobedient. The time taken for the teachers to manage these few pupils detracts from the learning of the whole class. An example of this is in history. The evidence from the pupils' books and from discussion with them is that attitudes are frequently good, but standards are negatively affected by the unacceptable behaviour and attitude to work of the few. Nevertheless, most pupils talk with enthusiasm about the subject and what they have learned, and they are anxious to learn more.

11. Pupils' behaviour around the school, at playtimes and lunchtime is good overall. They play sensibly with the balls and ropes that are available and enjoy the adventure play equipment alongside the playing field, whilst others play football amiably. The one recent fixed-period exclusion was for very good reasons.
12. The relationships between pupils and pupils with staff are very good. The school is very much an extended village family. Almost all pupils treat one another and the staff with respect, which contributes towards their good social development. In classes, they are successfully encouraged to help and support each other. In the playground, they play sensibly together in mixed age and gender groups, and there is no evidence of harassment or bullying. The older pupils take care with the reception children, who are very new to the school, so that they too can settle down and enjoy school life.
13. The opportunities provided for the independent personal development of pupils are constrained in such a small school. However, pupils in Year 6 have a number of duties to help in the smooth running of the school, such as setting up for assembly, and they enjoy participating in the school council. Nevertheless, this is one area that those with no known behaviour difficulties are not given enough chances to show that they can work more independently. The headteacher knows that too few opportunities have been given to pupils for full development of their independence in learning, and has active plans to address it.
14. Overall, pupils' attendance at school is below the national average and has been for a significant period of time. The school has worked very hard on this aspect and attendance of all but five pupils is good or better, with two pupils achieving 100 per cent during the past two years, and three additional pupils achieved 100 per cent in the last academic year. However, the school has not been able to obtain the co-operation of a small number of parents in recognising the importance of regular attendance, and the attendance of their children has fallen to very low levels, in some cases by taking very long family holidays during term time. More positively, most pupils arrive at school punctually, so that they are ready to start lessons on time.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is satisfactory, but there was a range of teaching seen that varied from very good to satisfactory. Teaching of children in the reception class is satisfactory and is enabling them to settle into school routines very quickly. Pupils in Years 1 and 2, who share the reception age classroom, are also receiving satisfactory teaching. Across the remainder of the school, teaching is also satisfactory overall, and is best in mathematics. From a wide range of alternative evidence, because most of the teaching staff have only been in school for a few days, it is evident that the quality of teaching has been maintained despite the considerable difficulties with teacher recruitment. Teaching has enabled most pupils, including those with special educational needs, travellers and the relatively few from minority ethnic backgrounds, to maintain satisfactory levels of progress in almost all subjects as they moved through the school. Although there was no teaching seen that was less than satisfactory, which is similar to the findings of the previous report. However, other evidence identifies some inconsistencies in the marking of pupils' work and the use of assessment data, for example, to provide work at suitable levels for all pupils in subjects other than English and mathematics. Most noticeable improvement is shown in the

teaching of science over time in Years 3 to 6, and least improvement in the teaching of information and communication technology.

16. The teaching is making effective use of guidance provided within the National Literacy and Numeracy Strategies to plan interesting programmes of pupils' work. Staff regularly collect assessment information in these two subjects and use it appropriately, providing pupils with suitably challenging work. This means that progress with learning is regular and promotes pupils' skills, knowledge and understanding to satisfactory, and sometimes good levels. However, in some other subjects, such as geography and history, teachers' planning does not make sufficient use of information that the school has taken, or knows, about pupils' achievements to enable them to build on from where individual pupils have reached in their learning. Learning targets are sometimes given, but not always. For example, pupils are not always clear what is expected of them in a given time. This allows some to work at an inappropriately slow pace in relation to their potential. In too many lessons, other than literacy sessions and mathematics lessons, initial work is provided for whole groups to attempt, even though teachers fully appreciate that there is a wide range of ages and prior attainment within their teaching groups. This is having unfavourable effects on some pupils' behaviour and progress in learning. For example, higher attaining pupils are given a starting task that is too easy. Consequently, they quickly move onto extension work rather than beginning with the extension work and moving deeper into the topic using their firmer knowledge, skills and initiative to better effect. Additionally, in some lessons, pupils with special educational needs require help almost immediately, indicating that insufficient thought has been put into this element of teachers' short-term planning.
17. Teachers' knowledge and understanding of the curriculum across the school are satisfactory overall, with some staff showing very good knowledge of subjects, such as mathematics and science. This gives teaching staff confidence in lessons, especially when they are asked in-depth questions by more able pupils. The teaching of basic skills associated with literacy and numeracy is good overall, which has a very positive effect on the standards reached, the quality of presentation and the accuracy of pupils' recorded work across the school. Teachers' knowledge, skill and understanding of information and communication technology are satisfactory. They are improving and further training is planned, so that best use can be made of the recently acquired workstations. Teaching of children who have not reached compulsory schooling age is satisfactory.
18. All members of staff have high expectations of pupils' behaviour and attitude to work, even though a minority of pupils do not meet these expectations. Staff speak respectfully to pupils, providing very good role models, which has a very positive effect on how pupils respond to adults. They promote suitable levels of interest and involvement in most schoolwork, and successfully encourage pupils to achieve co-operative working relationships with each other and with all adults in the school. This generates good attitudes to work by almost all pupils, despite some being unsettled by tasks they find too difficult or too easy. The marking of pupils' work has been inconsistent in its quality, but has been satisfactory overall. A significant minority of pupils' written work contains very good comments and dialogue that have led to improvements in content and presentation. A minority of other work has gradually become untidier and unfinished work is not remarked upon.
19. Teachers' lesson planning is satisfactory overall, although planning of activities for some age groups and subjects is sometimes unimaginative and lacking in extension work, as with physical education for the under seven year olds. Where teaching was enthusiastic, carefully planned and suitably demanding, as seen in one mathematics lesson, pupils' efforts, interest and work rate increased correspondingly. In many lessons, the use of carefully thought through questions, which are asked at different levels to help individual pupils, convinces them to predict and state possible answers without fear of being embarrassed or wrong. There are weaknesses in the lesson planning. There are still too few planned opportunities for pupils to extend their knowledge, skill

and understanding of living in a culturally diverse society, and not enough information and communication technology is built into the work.

20. The management and control of pupils is satisfactory overall, but varies between good and unsatisfactory. Staff members have good interaction with most pupils, encouraging them to remain on task, which they do because of these strong relationships. On the rare occasions where there is unsatisfactory management of pupils, teachers' lesson planning or behavioural management strategies are not good enough to take account of some pupils' particular needs and these pupils soon lose interest or challenge authority. Across the school, teachers make effective use of learning support assistants, particularly in English and mathematics lessons, providing sufficient briefing for them to give good support to pupils in their care, which often means a particular age group or those pupils with special educational needs for agreed parts of lessons. All are sufficiently knowledgeable and enthusiastic to have a positive influence on the learning of pupils in their groups.
21. The teaching of pupils with special educational needs is satisfactory overall, and varies from very good to unsatisfactory during whole-class lessons. The headteacher successfully carries out the co-ordination of special educational needs teaching. Learning support assistants work in close collaboration with the class teachers, successfully implementing the detailed and informative individual education plans, particularly in English and mathematics lessons. However, lessons and practical sessions in other subjects do not always reflect the content of these plans and pupils then rely more heavily on the support of classmates and adults. Most tasks in English and mathematics are adapted effectively to suit pupils' particular needs, but in other lessons tasks and worksheets are sometimes inadequately matched, resulting in pupils needing immediate help with reading of worksheets, for example.
22. Teachers make satisfactory use of most material resources, but there is a significant amount of time difference between that which is planned and what actually takes place. Teachers' planning clearly identifies start and finish times for lessons that often bear no resemblance to actual practice. There is good use of mathematical resources during the numeracy sessions, for example, and good use of equipment at break-times to aid pupils' physical skill and social development. Teachers have made good use of homework in the past to reinforce and extend what pupils learn in school time, as with reading, spelling, mathematics and researching topics. New teaching staff have not yet had time to consider this aspect of home/school liaison sufficiently, and very little homework is taking place at the moment.

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

23. The provision for all pupils to have equal access to the curriculum is satisfactory. The school provides a satisfactory curriculum that is broad and generally balanced and meets statutory requirements. The curriculum for children in the Foundation Stage is satisfactory. All subjects in the National Curriculum and religious education are included. There is a sound programme of personal, social and health education. There is suitable provision for sex education and education against drugs misuse; the policy for this has been drawn up after consultation with parents and the school nurse takes part in the lessons. The school has used official guidelines to decide how much time should be allocated to each subject but some literacy lessons are too long. Time is often used inefficiently during the school day, and this has a negative effect on subjects such as design and technology. Provision, in the form of computers, for information and communication technology is good, but its use across the curriculum is not usually planned for. Acts of collective worship meet statutory requirements. The provision for those pupils with special educational needs is satisfactory, which includes the provision for the one pupil who carries a Statement of Special Educational Need. That for higher attaining pupils is not sufficiently developed.

24. Both the National Literacy Strategy and the National Numeracy Strategy have been introduced successfully. They have been effective in raising standards. All subjects have an appropriate policy and scheme of work. The school makes use of a variety of support materials including national and county guidelines.
25. There is a satisfactory range of extra-curricular activities. The pupils play friendly football and netball matches against neighbouring schools. Until recently Fenland District Council has provided coaching in a number of different sports. There are two homework clubs and it is hoped to start a choir as part of one of these. A number of visits have been made to support the geography and history curriculum including to the Fenland Museum in Wisbech, to the Air Museum in Duxford and to Hunstanton. There are no residential visits, mainly due to low staffing numbers and costs.
26. The contribution from the community to the life of the school is good, largely because the school is an integral part of the life of a small, rural village community. People from the village are welcome to visit the school and participate in all the school functions, such as barn dances, race nights and spring fairs, whilst the pupils join in the village 'Fun Day' and play a part in the annual Rose Fair in neighbouring Wisbech. The school shares its building with a 'Day Centre' run by social services, and at Christmas its senior citizens make crackers for the children, who visit to sing carols in return for this kindness. The villagers are kept informed about the school through bi-monthly newsletters from the governors that are distributed by hand throughout the village.
27. Links with partner institutions are also good. On three mornings each week, a pre-school 'playgroup' is run within the school premises for children not yet of reception age. This group are about to be relocated to a suitable part of the school grounds. Also, on one other morning, the same team welcomes a 'mothers and toddlers' group. Accordingly, when the time comes, the transfer of children into the reception class is very straightforward. One major strength of this close liaison is that the playgroup staff are able to provide the reception class teacher with up-to-date records of the children's development, so that no time should be lost in providing suitably levelled work for them.
28. The school is an active member of the 'Wisbech Project', in which all the schools from the area participate, and provide the funding of a co-ordinator. This project makes liaison between the schools, and with secondary schools, much easier and allows the pupils to enjoy activities that enrich the curriculum. For example, a 'Poets and Poetry Day', has been organised, which the schools could not individually afford to arrange.
29. The school's provision for the spiritual, moral, social and cultural development of pupils is good. This reflects the position at the previous inspection. The provision for the spiritual development of the pupils is satisfactory. Pupils are given insight into Christian beliefs and values through the daily assemblies. There are opportunities for them to reflect and to pray as in one act of worship that focused on the theme of talents. There is a planned programme of themes for assemblies, but there were too few examples of spiritual development in other areas of the curriculum.
30. The provision for the pupils' moral development is good. Most pupils of all ages have a good understanding of right and wrong and of the impact of their actions on others, due to the school's provision. The teachers are good role models. They are helpful to pupils and are easily approachable. The school Code of Conduct was developed with the pupils. In class, they usually listen to one another's comments and in one mathematics lesson were seen to be honestly checking their answers. In the past, the school's agreed behaviour policy has been followed consistently.
31. The provision for the pupils' social development is good. Older pupils help with the arrangements for assembly. In lessons, the pupils were seen co-operating well in both science and music. The quality of relationships between the pupils and the staff and between the pupils themselves is very good. Older pupils are successfully encouraged to mix freely and play with younger pupils. This

was seen in the playground, where no area is set aside for the youngest pupils and all play happily together. Planned activities, such as trips out of school to places of interest, and small team games against similar sized school, all help to promote pupils' social skills. Parents agree that their children are happy and settled within a good school atmosphere.

32. The provision for the pupils' cultural development is satisfactory. In assembly, music is played as the pupils enter and leave, which aids behaviour, and composers and lyrics are commented upon to increase their understanding. Local studies in geography increase pupils' awareness of their neighbouring community culture. Work on other faiths in religious education provides an insight into the beliefs of other groups and the school has increased its stock of artefacts to improve learning. The previous report stated that provision for developing pupils' awareness of other cultures was in need of improvement. Despite the steps that have been taken, this is still the case.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The steps taken by the school to ensure pupils' welfare, health and safety are very good. Appropriate child protection procedures are in place with the headteacher suitably undertaking the role of designated person. Procedures for dealing with first aid, medicines and accidents, including notifying parents, are well established, and there is a medical room that meets DfES guidelines. The headteacher, caretaker and governors frequently review health and safety risks. Checks on potentially dangerous equipment and practice evacuations of the premises take place regularly.
34. The procedures for monitoring and supporting pupils' personal development are good. The school provides a caring environment, where the headteacher and all the support staff know the pupils and their families very well in an extended village family atmosphere. The new teaching staff are being successfully inducted into this information system. The school maintains appropriate records, and comments on pupils' personal development and academic progress in formal, bi-annual meetings with parents and by providing well-written annual reports to parents.
35. The procedures for promoting attendance and punctuality are very good. Almost all pupils regularly arrive at school in good time and settle quickly ready for registration. This is carried out promptly, so that no time is wasted and the pupils have the chance of a full day's learning. Almost all parents co-operate fully with the school by notifying reasons for pupils' absences, and in the rare cases where a pupil is unexpectedly absent in the morning, the school calls home to check for reasons. Some pupils being absent on family holidays for more than 10 days adversely affected the level of unauthorised absence in the school year 2001/2. Since the previous inspection, the school has worked very hard and is successfully monitoring the attendance of every pupil. In the small number of instances where attendance has been unsatisfactory, the education welfare officer from the local education authority has been actively involved. However, with the continuing lack of co-operation of a very small number of parents, there is little more that the school could do to improve attendance by itself.
36. The procedures for promoting good behaviour and eliminating oppressive behaviour are satisfactory overall, but have not yet been shared with new staff. The school has a written behaviour policy that reinforces the school's aims and ethos, and staff in the past have applied this with general consistency. However, the structures of delegation and the behavioural management of a few pupils are not strong enough. Minor playground incidents are too frequently reported to the headteacher. Additionally, some teaching staff new to the school have occasional difficulty in coping with unacceptably disruptive behaviour of a few pupils. Consequently, these pupils, especially, are not achieving their potential during those particular lessons, and the headteacher is inappropriately taken from other important activities. There are too few strategies for managing disruptive behaviour. Otherwise, the school's provision for pupils' personal, social and health education are satisfactory.

37. The school's procedures for assessing the pupils' attainment and progress are good. The last report said that there was good practice in assessment so this has been maintained. The school conducts the statutory assessment of pupils at the end of Years 2 and 6. Use is made of optional national tests to inform the writing of reports for parents and to track the pupils' progress. The school has useful portfolios of work for the core subjects of English, mathematics and science that has been moderated against levels in the National Curriculum attainment targets.
38. The use of assessment information to guide curricular planning is satisfactory. Marking of the pupils' work is rarely influenced by the learning objectives and so does not give information that will help the pupils to make good progress. The setting of targets is satisfactory, and is made difficult by the frequent changes of pupils within year groups.
39. The school helps those pupils with special educational needs to access the whole curriculum by working to improve their skills in literacy and numeracy. Teachers and teaching assistants know the pupils well and show real concern for their welfare.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents' views of the school are very good. Evidence from the meeting with parents, the questionnaire responses and meeting parents before and after school, shows that there is very little criticism of the school, although a few parents expressed concern about the lack of information on their children's progress and extra-curricular activities. Parents appreciate the caring ethos of the school, and the standards of behaviour and discipline that the pupils acquire. Many parents come into the school, before and after lesson time, and they feel welcome and able to approach the staff or headteacher at any time. No mention was made of this area in the previous report.
41. The information provided by the school to parents is very good, which supports the views of almost all parents. The general information provided through the monthly newsletter and constant flow of other letters is very good. The Prospectus and the Governors' Annual Report are detailed, straightforwardly presented and meet DfES guidelines. Consultation evenings are held every term and at the end of the summer term parents receive very well written annual reports on individual pupils. These contain clear indications of the progress that every pupil is making in each subject and a commentary on personal development. For English, mathematics and personal development sections, clear targets for future development are included. There is also an opportunity for parents to respond, which is good practice.
42. Parents' involvement in the life and work of the school is good. Many support their children with homework assignments and through completing reading record books. The school appreciates the help of a small number of parents who regularly assist in classrooms with, for example, helping pupils with their reading. Many more help with annual sports days and the Rose Fair Carnival. Others helped with the African Madonna Concert held over Christmas in Ely Cathedral, where fifteen schools took part in singing, dancing and drama activities. Parents are regularly invited to the special reward assembly that is held on Fridays. This help is greatly appreciated by the staff and forms part of relevant lesson plans. The Parent/Teachers' Association is very active in running fundraising and social occasions for the school, and, indeed, the whole village. In this way very large sums of money (relative to the size of the school) are raised and spent on improving the school facilities, to the benefit of all pupils. Almost all parents ensure that their children attend school regularly, but a few do not fully support the school in its endeavours to improve overall attendance levels.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The leadership and management of the school are good overall, with some very good features. The school is improving in almost all areas identified as key issues in the previous inspection report. There is a very positive ethos in the school, where relationships are very good, so that almost all pupils have good attitudes to work. The leadership is dedicated to the improvement of standards and learning, particularly through the teaching in the school, but this has been frustrated by difficulties with the recruitment of teaching staff. These difficulties have now been solved and the school is ready to move forward with renewed vigour.
44. Throughout a considerable period of difficulty, the school has managed to maintain and to some extent improve pupils' standards and resources, mainly because of the clear leadership of the headteacher. She has conscientiously persevered through the school's difficulties, working in very close co-operation with a nucleus of governors. This professional relationship, together with the growing support of parents, has meant that teaching and other provision have been generally maintained at the levels indicated by the previous report. The good quality management has reduced the impact of staffing changes on pupils' learning. Outgoing staff have generally managed their commitments successfully, and supply cover has been generally successful in covering for a long-term absence. The recently arrived teaching staff are still settling into their roles and responsibilities so their leadership and management qualities are untried. The headteacher is sensibly allowing time for settling in before attempting to develop an effective management team. Significant amounts of monitoring of teaching and learning have been undertaken and recorded in detail by the headteacher, which is an improvement that was identified as an issue in the previous inspection report. This has resulted in improvements across the school. Subject co-ordination has been sensibly restructured and is likely to be further considered in January 2003, when a permanent, part-time teacher is due to be appointed.
45. The school has successfully operated a positive appraisal system related to performance management, and teachers had regular opportunities to discuss their performance, targets and personal development. There has been a lot of money usefully spent on staff training. Teachers and other staff were actively encouraged to attend appropriate in-service training, either sponsored by the school or through their own initiative, as by training towards the introduction and development of National Literacy and Numeracy Strategies for all pupils, and Early Learning Goals for children not yet in Year 1. This well-structured approach has had a positive effect on pupils' standards and progress with their learning. With the recent staffing recruitment difficulties, the system has understandably faltered, and the school is now in a firm position to reinstate this important element.
46. The school's policy, provision and procedures for pupils with special educational needs meet the recommendations of the new Code of Practice. The school shows firm commitment to those pupils who have special educational needs. Good, improved co-ordination of meeting the needs of these pupils has directed significant funds into providing effective support for them, resulting in them making satisfactory overall progress in learning, as confirmed by the regular monitoring. There is a nominated member of the governing body, who has only just been appointed, but who is beginning to liaise effectively with the school through the headteacher/co-ordinator. Governors appropriately report to parents about the success of their special educational needs policy, and give appropriate details of the allocation of funding that supports these pupils.
47. There is a good level of effectiveness by the governing body in fulfilling its responsibilities. All statutory responsibilities are met. The contribution of the governors has continued to improve satisfactorily since the previous inspection. Strong and effective working relationships have been established with the headteacher and other members of staff. There is a clear understanding of the strengths of the school, and areas that are in need of improvement. For example, they have worked very hard to improve the attendance levels of the few pupils who continue to show lower than average attendance, but have not received the full co-operation of a few parents. The governing body has active literacy, numeracy and special educational needs link governors, who have undertaken training for their areas, and who offer suitable support when called upon.

48. School development planning and the strategic use of resources are still good. There has been a good level of monitoring and evaluation of the school's performance, and effective, on-going action is being taken. Financial control is excellent. The very high carry forward from year to year is due to prudent financial planning. The finance committee has improved the longer term strategic planning for the school, in conjunction with the headteacher and local education authority's finance officer, and the increasing pupil population has given greater security that decisions taken now are likely to be based on realistic hypotheses. For example, the school is already planning for a shortfall in funds several years hence, but is committed to improving the environment and resources for pupils who are on site now. The school priorities for development place considerable emphasis on improvement of pupils' standards, especially with sufficient teaching staff. The whole of the governing body show high levels of commitment to reach stated goals.
49. The staff and governors have worked hard since the previous inspection, and have been successful in maintaining and improving staffing and material resources. The school is staffed at an above average level of teachers and classroom support assistants, and this is necessary in such a small school. The spending on teaching staff is very high as the governors felt it necessary to give the headteacher more time to manage, especially when faced with the problems of staff absence and recruitment. Pupils benefit from a little voluntary help, provided mostly by parents. Classroom support and other staff, who contribute much to school life, are managed constructively and helpfully. Resources for learning are good overall. All areas of the curriculum have sufficient resources for delivery of all curriculum subjects. There is good book provision. Information and communication technology equipment has very recently been considerably extended, but these resources have yet to be utilised effectively in teaching relevant skills that will support recording and researching activities in other areas of the curriculum.
50. The adequacy of the accommodation for delivering the curriculum and providing an environment for pupils' learning is good overall. The premises are maintained and decorated throughout to a high standard. The teaching areas are of good size, although the sharing of one very large open-plan area by all seven to eleven year olds, who are split into two class groups, causes some disturbance for each other on occasions, and inevitably detracts from pupils' rates of learning. The school hall is of sufficient size for its main uses, namely assemblies, physical education and lunch. At the time of this inspection, the floor had recently been resurfaced, turning the hall into a large echo chamber, so that even low levels of conversation create an overly high volume of noise. The large hard-surfaced playground and grassed playing fields with adventure play areas are attractive features and allow pupils to enjoy games and to play safely.
51. The governors and headteacher are aware of, and use, the principle of best value to good effect. Careful thought and consideration is put into decision-making and appropriate amounts of time are spent considering spending on material resources, for example. School administration is very efficient and unobtrusive and enables staff to do their jobs without distraction. Well above average levels of additional funding has been allotted to the school because of its location within an area of significant social and economic deprivation. Although spending in the school is very high, which is not unusual for such a small, rural school, financial resources are used to good effect. The management of the school has continued to improve, and is evolving as new staff are taken on. Pupils' standards show a rising trend, and teaching is at least satisfactory in almost all elements. The combined effect of all factors shows that the school is giving satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. In order to improve the standards of attainment and progress of all pupils, the governors, headteacher and staff should:

- Improve teachers' lesson planning and practice by:
 - Making better use of the wide range of assessment data;
 - Providing work that is more closely matched to pupils' needs, especially for more able pupils;
 - Planning better use of information and communication technology;
 - Identifying the actual timings of lessons and sticking to these more closely;
 This can be seen in paragraphs: 6, 7, 16, 19, 21, 22, 37, 38, 70, 75, 76, 79, 90, 93, 106, 109 and 124.
- Improve the teaching and use of information and communication technology in all subjects of the curriculum:
 - This can be seen in paragraphs: 5, 15, 23, 49, 58, 70, 76, 84, 90, 94, 97, 99, 103, 104 to 111 and 116.
- Improve staff's management of pupils' challenging behaviour by:
 - Discussing, creating and implementing more appropriate behavioural management policies and practices;
 - Increasing the delegation of working practices;
 - Providing individual improvement plans and targets for those few pupils who frequently show challenging behaviour;
 This can be seen in paragraphs: 6, 8 to 14, 18, 20, 36, 64, 74, 83, 93, 96, 98, 108, 115, 120 and 125.
- Seek the full co-operation of those few parents who are not responding to the school's endeavours to raise the attendance levels of their children to at least a satisfactory level;
 - This can be seen in paragraphs: 6, 14, 35, 42 and 47.
- Provide increased opportunities for pupils to learn more about the multi-cultural society in which they live;
 - This can be seen in paragraphs: 19, 32, 69, 75, 89, 96, 101, 116 and 123.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	33	62	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		62
Number of full-time pupils known to be eligible for free school meals		12

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		8

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	17
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	13.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Not reported because of the small numbers taking the test

Attainment at the end of Key Stage 2

Not reported because of the small numbers taking the test

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	52		
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean	2		
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background	1		
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group - Travellers	7		
No ethnic group recorded			

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	18
Average class size	18

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	54

Financial information

Financial year	2001/2002
	£
Total income	230 090
Total expenditure	232 166
Expenditure per pupil	4 380
Balance brought forward from previous year	34 690
Balance carried forward to next year	32 613

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	62
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	34	6	0	0
My child is making good progress in school.	56	38	6	0	0
Behaviour in the school is good.	42	52	2	4	0
My child gets the right amount of work to do at home.	38	60	2	0	0
The teaching is good.	53	43	4	0	0
I am kept well informed about how my child is getting on.	40	46	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	63	31	6	0	0
The school expects my child to work hard and achieve his or her best.	60	34	6	0	0
The school works closely with parents.	38	51	6	2	1
The school is well led and managed.	56	40	0	2	2
The school is helping my child become mature and responsible.	58	38	0	4	0
The school provides an interesting range of activities outside lessons.	32	38	19	9	2

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

53. These areas of learning were not reported upon in Year 2000. Provision for children at the Foundation Stage is satisfactory. Reception age children are suitably identified and they are taught in a reception class alongside pupils in Years 1 and 2. They have suitable access to an enclosed area exclusively at designated times. This facility allows for the development of physical skills within a safe area. The larger proportion of children are making at least satisfactory, and sometimes good progress in preparation for joining Year 1. All reception age children attend fulltime, and they have settled very quickly into school routines, mainly because all have had pre-school experiences. One, newly arrived teacher has responsibility for this age group, with good quality support from one, appropriately qualified classroom assistant. This assistant is already working in close co-operation with the class teacher, and together they provide a suitable range of experiences for this age group, often supplying a similarly themed programme as that for Years 1 and 2 pupils, but at a more suitable level of involvement. This arrangement is beginning to work very effectively, but planning is not yet sufficiently focussed on accommodating all three age groups effectively in the second week of the school year.
54. Children at the Foundation Stage have a wide range of prior attainment levels. On admission, the larger proportion of children have levels of skill, knowledge and understanding that are close to those expected for their age overall, although their communication, language and literacy skills, and knowledge of the world are below expected levels for this age, and their physical skills are better than expected. Most are making satisfactory progress in all the areas of learning. Other groups have been monitored and recorded very effectively, but at this very early stage of the school year, few records have been collected. School records show that by the time they join Year 1, about two-thirds of them attain levels that match those expected for five year olds, although the remaining proportion still require regular additional support because they do not attain these levels. No children are clearly identified as having special educational needs, although initial observations by the school confirm that this is likely in at least two cases. All pupils, including those from Minority ethnic groups, have equal access to provision and make progress at similar rates to all other children. There is no significant difference in the rate of progress of girls to that of boys at this early stage. Learning benefits extensively from the very good relationships that children have with each other and those that they are building with adults who work alongside them.

Personal, social and emotional development

55. The development of children's personal, social and emotional skills is suitably emphasised during learning and recreational activities. By the time they join Year 1, most children attain levels that are in line with the expected level for that age. The teaching is satisfactory overall, so that the children are successfully encouraged to grow in independence in caring for themselves and their work. They are given some appropriate responsibilities, such as delivering the register to the school office, tidying away their work, and helping to clean up after messy activities. There are satisfactory opportunities for imaginative play and for class and group discussion, where children can express their views and feel valued, such as when they share their news. The teaching staff are beginning to develop a knowledge of the children through initial assessments of their skills and social development. They show care and concern for the children in all aspects of their education and welfare. Children have a clear understanding of right and wrong because of the clear explanations offered by staff. This is giving them a sound understanding of the behavioural expectations as they visit other parts of the school. Most children show a generally good level of maturity in group work, and in talking to other children, staff and visitors.

Communication, language and literacy

56. The development of communication through language and literacy has a very high profile for children under five because of their lower than expected skills in these areas when they enter the reception age group. The quality of teaching and other provision is good, so that by the time they are five, the larger proportion of children attain levels that are expected for that age, which represents good progress with learning. Children's progress with their reading is also sometimes good. Books and other reading materials are regularly presented as a source of interest, and teaching staff have provided many opportunities for the children to enjoy a wide range of interesting texts. Children are being suitably introduced to the characters and background to the reading scheme books. They become familiar with frequently used simple words, and learn to recognise and read them. They make good progress with learning letter sounds and know that the illustrations hold important clues to help them read the text. Most make good gains in reading and writing, and use their improving listening skills to enjoy the stories that have been regularly read to them. Speaking skills are developed effectively through frequent discussions, role-play and by teaching staff answering questions in sentences, speaking clearly and with suitable variety of volume. Reception age children build simple words from the sounds that letters make. They record their answers with progressive neatness, recognising the link between reading and writing. The larger proportion recognise their names unaided, and are beginning to use lower and uppercase letters appropriately. There is effective use of the wide range of learning resources, especially those that support reading and writing development. Children experiment with pencils and crayons to make marks on paper that lead to correct letter formation. Occasional use of computer software that the children know and can use adds interest, fun and develops prediction skills when they are learning letter sounds. As yet, there is only a very small special activity area for them to develop social, speaking and listening skills through role play and this is too limited considering the availability of accommodation. The larger proportion of children are responsive to the glove puppet that is successfully used to gain children's interest and group management in language developmental activities.

Mathematical development

57. Most children's attainment on entry to the reception class close to the expected level. By the time they join Year 1, most children have an expected level of skill in their mathematics work. Teaching has been satisfactory and sometimes good, and currently is satisfactory for those of reception age, enabling them to make satisfactory progress at this stage of their mathematical development. There are many planned opportunities for children to learn and understand mathematical words, such as 'more than' and 'less than'. Reception age children are beginning to use this new language appropriately, for example, when counting up to ten, which is the number of friends in their age group, plus the teacher. About half are already recognising written numbers. Some children know the names of familiar solid shapes, such as triangle, and staff are careful to use the correct vocabulary when talking with the children about shapes that they recognise. Children's learning is suitably extended when they work successfully together on the task and share ideas by taking turns to speak and listen. They share willingly, respect the equipment they use and listen carefully to adults. The children especially enjoy the enthusiastic approach to teaching, and this helps them to learn and use their learning to best effect, whilst enjoying learning.

Knowledge and understanding of the world

58. Most children come into the reception age group with below expected knowledge and understanding of the world. By the time they reach Year 1, most children have improved to the expected levels indicated by this Early Learning Goal. Previous teaching has been successful and the current teaching is satisfactory. There are firm plans to provide many good quality activities for children to experience all aspects of this area of the curriculum and to capitalise on the children's natural curiosity. Reception age children talk with growing confidence about things that they are sure of, such as their families and home surroundings, and important events in their lives, such as birthdays. They understand that the world extends beyond the area in which they live, but remain unsure of what awaits them there. In design and technology, children use a small range of

construction toys to make models of buildings and track ways for vehicles. In food technology, they have made firm gains when learning that some materials mix freely together to bake bread or pizzas. Children's learning of computer skills moves off too slowly. Children play with toy furniture, such as the ironing board, and talk about their actions while copying the actions of adults around them in the home. There was too little evidence of planned discussion or activity about other cultures.

Physical development

59. The teaching of this area of children's learning is satisfactory. The larger proportion of reception age children have come in with above expected level for their age in their physical development. They move confidently around the classroom and move in an orderly manner about the school, as when they come in from lunch or breaktimes. Lessons are generally satisfactorily planned, but some outdoor activities are too unimaginative for the skill level offered by some children. Teaching in physical education lessons is satisfactory, and the children are showing better than expected catching skills when using larger, bouncy balls. In warm up activities, they are developing a good awareness of using their bodies to create movements that show good levels of co-ordination and control. This knowledge is used effectively in outdoor play to avoid collisions and respect the needs of others. The children use large and small equipment safely, often creating different kinds of activity pathways, as when they use the activity trail and tunnels as part of unstructured play activity. The outdoor play area has extensive grass and hard surface areas for under fives that offers plenty of opportunity for adventurous play, including climbing facilities. There is an adequate supply of large and wheeled toys that offers suitable opportunities for more creative outside play.
60. Other activities, that involve creative development such as art and design, are successfully developing fine motor control. For example, children's learning about controlling paintbrushes and scissors is good. They paint with increasing skill because the facts that will lead to improved products are clearly taught.

Creative development

61. By the time they reach Year 1, the larger proportion of children attain the expected level in their creative development. Teaching is satisfactory overall, and children have made good progress in their learning of creative skills. The reception age children share a classroom environment with Years 1 and 2 and work in separate groups to create drawings, paintings and simple writing that are planned to be used to cover the wall display boards. For example, they were using water-based paints to create stripes that showed off primary and secondary colours to attractive effect. No musical activity was observed or heard. They enjoy taking on the roles of other people in the creative play zone.
62. All of these examples illustrate the satisfactory quality of experiences on offer that successfully develop all six areas of learning for all groups of children in the reception age group of under fives.

ENGLISH

63. By the ends of Years 2 and 6, the larger proportion of pupils have standards of attainment that are average. Progress in learning is satisfactory for pupils of all abilities and of all groups, including those with special educational needs, travellers and other Minority ethnic groups. This generally reflects the position at the time of the previous inspection. There was no considerable evidence to suggest that boys attain at significantly lower levels than girls.
64. Pupils' standards of speaking and listening are average overall. In lessons, most pupils listen attentively to their teachers and to other pupils. The overall effect is lessened by some younger

pupils, as in Year 1, who do not listen carefully when others speak, and by a few older pupils, who disrupt lessons with examples of poor behaviour. There are not enough planned opportunities to extend the pupils' speaking skills, such as drama activity. However, a good example was when pupils in Year 2 were asked to act out a story that they had heard in religious education.

65. Most pupils achieve average standards in reading. The pupils are encouraged to read at home as well as in school and they each keep a personal reading log. This is a firm record of what they read, but they do not usually comment about their book in it, which is a missed opportunity to evaluate their own work. Above average readers in Year 2 read accurately when they comment upon the meaning of the passage and the way it is punctuated. They have very positive attitudes towards their reading development and use the mobile library van to supplement the school's ample book supply. Average readers are suitably accurate when reading text, but rather halting and not yet sure of the alphabetical order of letters. Below average readers sound words out as they try to decipher those they do not know. They have similarly good attitudes to learn more and read to other members of the family in an effort to improve.
66. All competent readers from Year 6 can retrieve information efficiently, either from books, worksheets or from the Internet. They enjoy the stories by J.K. Rowling, especially. All read a wide range of text, including non-fiction books and poetry; one pupil naming Spike Milligan as her favourite poet. The above average readers discuss significant parts of the passage with appropriate confidence, and know that they read fluently and expressively. They can deduce what may happen next with a high level of frequency. Both the average and below average readers are fluent and independent with their chosen texts and the average readers comment knowingly on the content of the passage. A parent was seen hearing pupils read in school, and this adult was having a good effect on the pupil's rate of learning. The school plans to improve standards in reading and the headteacher has recently brought a good supply of new books that is intended to increase the range of material that pupils read, which is commendable.
67. Most pupils have standards of writing that are around the average. The teaching of phonic and spelling skills is suitably developed for pupils in Years 1 and 2 and they respond with enthusiasm, as when practising removing an 'e' before adding 'ing' to some verbs. Throughout the school the pupils are taught the correct formation of letters and, when they are older, how to join them. However, this is not insisted upon in lessons and so only a small minority consistently use a clear joined up style. At its best, the writing that the pupils undertake extends their thinking and learning about extended writing for a wide range of purposes. For example, an above average pupil in Year 6 has written about a poem by Charles Causley using some adventurous vocabulary like 'enslaved'. This pupil has a sound grasp of sentence structure and uses some complex sentences. The spelling is good. An above average writer in Year 2 obeys the conventions of a fairy story in retelling the tale of Cinderella. The sentences are properly punctuated and the letter formation is quite good. In Year 4, an above average pupil uses the powerful terms 'shock, shock horror, horror' to describe the birth of a girl instead of the expected boy. A lower attaining pupil has written at length about a memorable visit to the Air Museum at Duxford, but is unsure of the use of capital letters and has some insecure letter formation.
68. The quality of teaching seen ranges from good to satisfactory and is satisfactory overall. The teachers mark the pupils' work conscientiously and often add encouraging comments. However, the marking is not linked to National Curriculum targets and pupils are unaware of the level at which they are working and what they need to do to progress further. Teachers have a secure knowledge of the National Literacy Strategy, although some lessons are overlong, and the pupils become restless. In a good lesson in Years 5 and 6, effective use was made of information and communication technology. In a poem about Victorian London, the pupils were quick to spot the rhyme scheme and they know what a 'simile' is. In lessons that were only satisfactory overall, the work either lacked sufficient challenge for higher attaining pupils, or the pupils' response indicated a need for a change of activity. Teaching assistants support the teaching of literacy

well, especially in the early years class, where the teacher and her assistant move in a planned way to oversee the activities of different year groups.

69. Some good cross-curricular links are evident. For example, in religious education, older pupils were asked to write Creation myths. There were examples of extended writing after visits to Hunstanton, for the younger pupils, and to Duxford for the older ones. These result from work in geography and history. However, not enough is planned to give pupils the opportunity to practise their writing for a wide range of different contexts, while giving greater depth to their learning in subjects other than English, and helping to develop their wider cultural awareness.
70. The subject leader is new to the school and co-ordination of the subject in the past has been satisfactory. The reading link between home and school is to the benefit of the pupils, although its operation causes concern to a few parents. A wide range of data is available to monitor the pupils' progress, and the use of this information in lessons is satisfactory. There is not enough planned access and use of multi-cultural literature and other resources. Information and communication technology is not sufficiently planned into programmes so that pupils draft, correct and print their own work with regularity. Resource levels are now good and offer all pupils increasingly good opportunities to raise standards, especially in reading.

MATHEMATICS

71. By the end of Years 2 and 6, the larger proportion of pupils attain at the average level, although there is a wide range from below to well above this level. Almost all pupils are making sound progress in numeracy, especially since the introduction of the National Numeracy Strategy. Pupils are successfully following its clear structure for the development of numerical and other mathematical skills. This is an improvement on standards identified at the time of the previous inspection, especially for those in Years 3 to 6, and there is no significant difference in the attainment of boys to that of girls. Those pupils with special educational needs are often making satisfactory, and sometimes good progress during lessons. Those travellers and the few from other Minority ethnic groups make progress at expected levels. Recorded work from the last academic year shows that this group have made satisfactory progress over time in relation to their difficulties with language in general, and understanding of mathematical concepts. Some need help with mathematical terminology before they can attempt calculations, and most progress is made when a learning support assistant helps them with their work.
72. By the end of Year 2, most pupils are attaining at a level close to national average, although there is a wide range of attainment evident. Most pupils understand and use mathematical language, such as 'lots of', 'subtract', 'minus', 'more than' and 'less than' with satisfactory understanding. Most pupils have regular mental recall of the 2, 5 and 10 times tables. They add and subtract numbers from twenty successfully. They confidently use 1p, 2p, 5p and 10p coins to match higher value coins. Higher attaining pupils exchange to higher values when challenged to do so. Lower attaining pupils require much more adult help, but show steady improvement in their numeracy and other mathematical skills. They recognise simple shapes, such as square and triangle for example, and their work on symmetry shows satisfactory understanding. In Year 2, most pupils understand sets or groups, and identify them using a satisfactory range of vocabulary. Measuring in centimetres and quarter or half hours is carried out satisfactorily. They use one-quarter and one-half fractions with satisfactory skill. There has been much emphasis on number work at this early age, and there is some evidence of pupils using and applying mathematics to everyday situations, such as making graphs about birthdays when studying months of the year.
73. Most pupils continue to progress satisfactorily in their learning, so that by the end of Year 6, most pupils are attaining at expected levels, but there continues to be wide variation. Most use the four rules of number successfully and their recordings in books and on worksheets show that they weigh and measure with appropriate accuracy. Higher attaining pupils multiply increasingly large numbers, showing clear understanding of a good range of methods for arriving at correct answers.

Pupils in Year 3 and 4 were observed using mental mathematics with number bonds up to twenty, and then progressing onto the relationship between addition and subtraction. They explain their reasoning clearly, using a good range of subject specific vocabulary. Pupils have many opportunities for involvement in mental number work, resulting in good improvement over time. As identified by the school, pupils are not involved in enough investigational work to promote their independence in learning, although this approach is evident in some pupils' workbooks. However, higher attaining pupils, who show complete reliability in working more independently, have insufficient opportunity to solve more complex problems related to their own experiences of life and the world around them. Although a few examples of previously completed work indicate some satisfactory use of information and communication technology, insufficient evidence has been provided to confirm its regular use to support mathematical calculation, recording and investigation across all age groups.

74. About two-thirds of pupils regularly show good attitudes to their work in mathematics, particularly during mental activities, when pace is often brisk and the level of challenge suitably high. Almost all pupils concentrate on their tasks, work very co-operatively together and listen attentively to each other's contributions. However, as high as one-third of pupils sometimes find the introductions to lessons too long for their limits of concentration. On such occasions, these pupils become restless and lose interest. A few pupils show unacceptable behaviour and are managed satisfactorily on most occasions, but this does mean that they and classmates are underachieving on these occasions. Nevertheless, overall behaviour is almost always good or better, with most pupils regularly showing enthusiasm, effort and enjoyment for the subject. Presentation of work is generally good, but some pupils' work becomes untidy and inaccurate because they use plain paper without proper use of their line guides. Staff have not always noted this dropping of standards when marking work, but marking overall is satisfactory.
75. Overall, the quality of teaching is satisfactory. It is at least satisfactory, sometimes good and occasionally very good. Teachers have secure subject knowledge and identify clear learning objectives for the pupils to aim for, which has a very positive effect on most pupils' behaviour. Teachers show skill in asking questions that prompt pupils to think at their individual level of understanding. Some lessons, though, lose their pace when teachers take too much time when starting late or introducing the lesson, and so pupils are given insufficient time to complete their own tasks. Too few time or quantity targets are set to compensate for the wide range in each class group. This lowers the quality and quantity of work that pupils record. In most lessons, there is sufficient pace in pupils' work, but lengthy introductions curtail the time that higher attaining pupils, especially, spend on mathematical challenges, which hinders their progress. The progress in learning of lower attaining pupils is enhanced by the way that teachers successfully manage the experienced and capable learning support assistants who work with these pupils. There is some, but not enough, evidence of the teaching of the history of mathematics, which offers an insight into a different culture. The best teaching is characterised by enthusiastic delivery of facts, suitably challenging work for all pupils in the class, and high expectations of what they might attain in the time available.
76. Staffing difficulties have hampered co-ordination of mathematics. New delegation of this role has meant that structures and resources are unclear at this early stage. Nevertheless, it is clear that the school follows the recommendations of the National Numeracy Strategy to good effect. Teachers have made effective use of the clear policy for the development of mathematical skills that includes all recommendations of the Strategy. Planning of coverage of the National Curriculum is good, and there is satisfactory evidence that numeracy and measuring skills are being extended through links with other subjects, such as science. Training for staff has been extensive in the past, but future training needs are not clearly identified because of the recent arrival of class teachers. The school spends much valuable time analysing test results. This information is used effectively to support teachers' lesson planning, and so most pupils are regularly given the correct level of challenging work. Targets are set out in written form at the front of workbooks, and this good practice helps pupils to clearly identify where they are their learning. Insufficient planned use of information and communication technology is evident in

teachers' lesson planning, and not enough opportunities are created for trustworthy pupils to tackle practical problems on a more personalised basis, as previously identified.

77. The quantity, quality and range of resources are adequate following considerable, fairly recent expenditure on teachers' books, guides, worksheet masters and measuring tools. The school grounds provide a valuable resource for practical work, but there is too little evidence to confirm that this happens with regularity. The school relies heavily on a worksheet programme and this practice is not sufficiently clearly structured so that it is obvious to new teachers. Relevant computer software programmes are increasing and this is rightly identified as an area for further development.

SCIENCE

78. By the end of Years 2 and 6, most pupils' standards in science are at the expected levels. This looks as if standards have not been maintained at the good level reported by the previous inspection report for pupils at the end of Year 6, but the small numbers confuse the picture. For example, those pupils who were involved in the 2002 National Curriculum assessment test did well, with all attaining 100 per cent at the required level. However, this was an even smaller group of pupils, and a different group to the current Year 6. This current group of pupils show an overall average standard at this time.
79. Only two lessons were available and both were seen. These observations were added to a range of other evidence, which showed that the effect of teaching over time has been satisfactory. Consequently, pupils are progressing satisfactorily with their learning, and are being offered an adequate range of suitable opportunities in all areas of science to improve their knowledge and understanding of the subject. Nevertheless, workbooks show that teachers have often made insufficient use of their good knowledge of individual pupils, to offer them starter work that takes full account of their previous levels of knowledge, skill and understanding. This slows down the rate of progress that higher attaining and lower attaining pupils, especially, make with their learning, even though these groups are making satisfactory progress overall.
80. By the end of Year 2, most pupils' levels of attainment are average, with potential to improve upon this, especially if higher attaining pupils are given work at a more suitable level of challenge in teachers' lesson planning. The lesson observed in the early years class showed that pupils' learning about their sense of hearing was satisfactory. A range of other evidence showed that pupils in the same year group have been appropriately involved with building up their knowledge by observing and investigating across the whole range of subject activity. For example, their work on plant growth clearly showed a clear understanding of plants' needs because pupils made regular observations of the plants' development under controlled conditions. Illustrations and writing about simple studies of their own bodies showed that they know the location of major organs, such as the heart and lungs, as well as realising the need for bones, muscles and nerves. Activities related to healthy eating were suitably linked to food technology, and recorded work showed understanding of the effects of diet on their bodies. Recordings made about the investigation of animal habitats showed satisfactory understanding, but there was no reference to using the school's own field and hedgerows as a source for further examination. The study of kitchen materials made a good link with pupils' home environment and provided a homework task that suitably involved parents supporting their children. There was no written evidence of work related to physical processes, but pupils could remember working on "pushing" and "pulling" simple vehicles that they made in design and technology lessons. These examples show visibly that pupils are able to record and predict outcomes of experimentation with increasing accuracy. The work and language of pupils in Year 2 show clearly that many have understood what they have been taught and how their own work has progressed.

81. By the end of Year 6, there is a wide range of attainment levels that, overall, are average. One lesson in the seven to eleven age group was observed and this showed generally good levels of knowledge, skill and understanding of work related to solids, liquids and gases. Most pupils were able to create a comprehensive list of liquids, and knew significant facts about their properties, such as liquids take on the shape of any container that they are poured into. Workbooks show that they have been suitably involved in the study of common trees and mini-beast habitats. Other recorded work includes observations of the movements of the sun and moon, as well as other studies of physical processes such as the forces brought into play when stretching elastic bands. A small amount of work was related to life processes and this suitably extended activities carried out when they were part of early years age groups. These examples and other evidence, illustrate that there has been a suitable range of scientific involvement that has enabled all pupils to make satisfactory progress as they have moved through the school.
82. Across the school, all pupils, including those with special educational needs, travellers and the few from other minority ethnic groups, have equality of opportunities for learning. Those with special educational needs regularly receive some form of additional, appropriate adult support, which increases their effort and pace of working. Some of these pupils find difficulty in expressing their understanding and need considerable adult support with their work; others find concentrating difficult and need work that is different to other groups. This is not always supplied at a suitable level, which is a weakness in teachers' planning.
83. Pupils' attitude to work and behaviour in this subject are good overall. In each age group, about two-thirds of pupils listen attentively in lessons and respect each other's ideas. They confidently contribute views based upon their own experiences, which is occasionally used to good effect by teachers, such as when they learned about granular solids in Years 5 and 6. Most pupils co-operate willingly during group activities, reflecting the very good relationships that they build, and this improves their rate of learning. Teachers create a good atmosphere for learning, which successfully stimulates pupils to work attentively and discover new facts through enjoyment of scientific activity. Pupils respond enthusiastically to lessons that have been well planned to take account of their wide range of understanding, especially if facts and tasks are presented with shared humour. A few pupils are disruptive, but these are suitably managed so that they rarely affect the progress of others in the groups, but this is not always the case. Pupils' work shows honest evaluation, which shows good development of their moral education.
84. The quality of teaching is satisfactory overall, although evidence shows that some teaching in the past was good. There is equality of access for all pupils. Teachers' planning of curriculum activity is suitably broad, but has lacked sufficient balance and structure to enable higher and lower attaining groups to work on tasks more suited to their individual needs. In the best lesson seen, the teaching was supported by secure subject knowledge. In workbooks, best practice was where the work was planned so that suitable activities were provided for pupils to investigate for themselves at their own level of challenge. In the topic on forces, using elastic bands with Newton meters, for example, different tasks were offered that took appropriate account of the wide range of pupils' prior attainment. In other lessons, as seen in workbooks, pupils have had insufficient opportunity to develop higher standards because the work was set at the same level for all groups, regardless of previous levels of skill, knowledge and understanding. In the marking of pupils' work, written comments were not used enough when pupils were beginning to read to a good level. Although teachers' expectations are satisfactory in their planning, the teaching over time has not ensured that pupils regularly achieve what is planned for them. This is often because all pupils in the group are given either the same or very similar tasks, and are given the same time to carry them out, without due regard for their widely varying levels of knowledge, skill and understanding. As identified by a few parents, there is ineffective targeting of homework to encourage pupils to increase their knowledge by continuing scientifically based projects at home. This is especially true of higher attaining groups. Links with other subjects are often not sufficiently realised. For example, writing up of experiments or observations has not been realised as part of the literacy strategy. Opportunities to extend writing skills in this subject are missed. The use made of information and communication technology is insufficient.

85. Overall, co-ordination of the subject is satisfactory. Regular monitoring has taken place to confirm that standards have been maintained through a difficult period of teaching staff recruitment. However, the scheme of work places over-reliance on the recommendations of nationally produced documents, and there has been insufficient effective monitoring of weekly teaching plans to ensure provision is accurately matched to all pupils' needs. There is some good evaluation of the outcomes of national assessment tests, and school practices are subsequently altered to take account of any identified weaknesses. For example, there was greater emphasis placed on scientific enquiry because teacher assessments showed a lower than average level of pupils' understanding in this important part of the subject. There is no link governor that has taken an interest in this area of the curriculum, so that information about successes or difficulties has to reach the governing body through other routes.
86. Learning resources are at a good level, which meets current curriculum needs. However, if a wider and more exciting range of activities is to be implemented, as the school envisages, more resources will be required. Pupils have benefited in the past from opportunities provided by the extensive school grounds, such as the work on mini-beasts and investigations into pond life. This resource is in the process of development, with the aid of local business and friends of the school. The nature trail, especially, is likely to provide greater opportunities for more independent investigations when completed. The pupils make a few visits to help their understanding of the world, such as to a farm, a local museum of toys and a national aircraft museum. These and other resources brought in by some teachers, parents, grandparents and other friends of the school are successfully helping to make pupils' work in science increasingly interesting.

ART AND DESIGN

87. Pupils' learning is satisfactory, and most pupils reach expected standards by the end of Year 2. They make steady, satisfactory progress in developing their skills, although some observational drawing, such as creating portraits, is of good quality. Throughout Years 3 to 6, progress with learning improves as they develop their understanding and techniques, but due to interruptions to the curriculum provided, standards are only at the expected level by the end of Year 6. Pupils with special educational needs, travellers and those few pupils from other minority ethnic backgrounds make similar progress, mainly because of the equality of opportunity offered to all pupils. There is no significant difference between the achievements of girls and boys. There was no reference to this subject in the previous report.
88. The evidence indicates that the quality of teaching and learning has been satisfactory overall. In an early years lesson on mixing of primary colours, pupils were competently taught as the teacher skilfully introduced the use of primary and secondary colours to create striped creations, using water-based paints and large brushes. Most pupils concentrated hard on the task, applied their newly acquired skills and the results were of a generally expected standard. Previous work shows pupils have also experimented successfully with shading techniques and looked at the work of artists, such as Monet, to increase their own range of skills and understanding of technique.
89. Art and design supports other subjects effectively and there are a few interesting displays around the school, such as the group collage that adorns one wall of the main hall. Across the school, pupils use sketchbooks and these show a satisfactory development of pencil drawing skills and techniques. Pupils have satisfactorily shaded shapes that they have created using curved line techniques. However, not all of these sketchbooks are used effectively as planning books, or to practise technique, and do not always provide a useful record of progress and development of skills because they sometimes contain unfinished pieces. This indicates that pupils attitudes to the subject are variable and are satisfactory overall. Work on soap carvings of a walrus showed good use of simple paring and grooving tools. Pupils look at the work of Western European artists, such as Matisse, but there are too few examples of pupils studying art and design from other cultures, which hinders their cultural development.
90. The school year was only a few days old when the inspection took place. This meant that very little evidence of three-dimensional work and artwork in general was displayed. For alternative evidence, it is apparent that there is too little use of computer art and design packages as a way of creating original creations. No evidence was seen of pupils using textiles, and there was no mention of parents or visitors to support this subject. Some visits to places in the immediate vicinity of the school have given pupils the opportunity to observe and draw what they see. The breadth and content of the curriculum has been improved since the previous inspection. Effective use has been made of nationally recommended materials so that there has been structured development of skills, and long-term planning is secure. Co-ordination of the subject is being restructured. There is effective monitoring of teachers' planning, but there has been no opportunity to monitor teaching or work alongside colleagues during lesson time this term because of time constraints and inspection processes. Satisfactory portfolios of pupils' work have been kept, but new teaching staff have not yet used these. Learning resources are adequate and consumables are replaced as necessary.

DESIGN AND TECHNOLOGY

91. By the end of Years 2 and 6, most pupils have standards of attainment that are as expected for pupils of these ages. All pupils, including those with special educational needs and those few from minority ethnic backgrounds, make satisfactory progress with their learning. Boys make similar progress to that of girls. A small amount of evidence, which included one lesson observation in the early years class, confirms that pupils are involved in design and making processes, although

only a very few products were available for viewing. There was no reference to this subject in the previous report.

92. A few pupils in the early years class were observed constructing wooden track ways using constructional pieces. These pupils were able to complete a circuit of tracking with a little guidance, showing good attitude and behaviour. Another pupil brought in a well-constructed model home, which was created using a popular form of plastic building bricks. He was able to state quite clearly his reasoning for the style of construction he had used, although no designing had been carried out beforehand. Draft design books show illustrations of simple vehicles that the pupils constructed over the past academic year. Simply written evaluations show that the pupils thought carefully on how their models might be improved. A suitable link with mathematics was made when the pupils created simple charts of how far different vehicles travelled. Food technology activities were focussed on making kebabs and bread. These activities were suitable for the age groups, but too little account was taken of the wide range of prior achievement in the groups. Children of four through to pupils of seven seem to have followed the same programme, which is not making the best use of assessment data and shows a weakness in teachers' planning.
93. Pupils in Years 3 to 6 have also been involved in a small amount of design and technology work that closely follows the recommended programme for this age group. A small number of constructions were brought into school to show products of activity in this subject during the last academic year. There was a high level of enthusiasm for this work. These products showed a satisfactory development of skills' knowledge and understanding of design and make processes. For example, work on kaleidoscopes provided a good opportunity to work with a wide range of felt colour sticks to produce attractive designs and products; a papier-mâché bowl from Years 3 and 4 had been suitably constructed over a plastic bowl template, the construction of which was clearly explained by the maker; a card and balsa-wood model of a fairground roundabout from Years 5 and 6 activity showed good use of a cog system to drive the suspended umbrella. This was a good link with scientific activity related to forces. Draft design books show clear illustrations of initial designs and written evaluations for improvement. However, there was no mention of re-creating or alterations to constructions following these evaluations, which does not successfully follow the process through to conclusion.
94. Teaching is satisfactory overall, but there are some weaknesses in the provision of the full range of activities that enable pupils to progress at a better than satisfactory rate. Opportunities for pupils to plan, design and evaluate their results are not sufficiently extended because of a lack of time that has been allotted to this subject area. As a result, pupils throughout the school are enthusiastic about this subject and enjoy these kinds of practical activities, but do not have enough opportunity to excel. Subject co-ordination has very recently been re-delegated and is planned to be an area for further delegation and development in a few months time because of staffing changes. Resources are adequate for the range of activities that form part of teachers' long term planning. Not enough use of information and communication technology has been made in the design stage.

GEOGRAPHY

95. By the end of Years 2 and 6, most pupils achieve standards that are in line with those expected of pupils of these ages. All pupils, including travellers, those few from other minority ethnic backgrounds and those with special educational needs, make satisfactory progress. There was no reference to this subject in the previous report.
96. Pupils in Years 1 and 2, discussed the main types of weather and then suggested local occupational groups, like builders, farmers and fishermen, who might be affected by it. This sort of discussion contributes to their awareness of the culture of the locality and beyond. Attitudes and behaviour were satisfactory overall. During the last school year, the pupils in Years 3 and 4,

made a satisfactory study of rivers. This included an investigation of their own consumption of water and showed an understanding of the water cycle. The pupils in Years 5 and 6, examined a contrasting locality in the Peak District and used appropriate scale maps to help them to make comparisons with their own environment. However, their knowledge and understanding of other cultures is limited by the constraints of the scheme of work. Nevertheless, most pupils' knowledge and understanding of geographical skills and concepts are satisfactory.

97. Overall, teaching is satisfactory across the school. There is equality of access for all pupils. The lesson seen in the five to seven year age groups was good because the class teacher effectively planned it. The classroom support assistant handled part of the discussion well, making useful links to mathematics by helping the pupils to compile a tally chart about their favourite weather. This type of activity suitably extends their learning. Different tasks were set for the older and younger pupils, so that they were suitably challenged. The analysis of the pupils' work for this younger age group shows that it is consistent with the school's overall planning, but lacks sufficient depth, mainly because it is very dependent on the completion of worksheets. One good feature of the satisfactory teaching in the seven to eleven age groups are the occasional links that are made to other subjects. For example, four figure co-ordinates are introduced in map work and a little, but not enough, use is made of the Internet to find information that supports topic of interest such as this.
98. The pupils' attitudes to work in this subject are satisfactory. They are very keen to contribute to discussion, as heard in the lesson seen, but are not consistently good at taking turns to speak, or at listening to what others are saying.
99. The subject leader is on a temporary contract and co-ordination is generally satisfactory. A county generated scheme has been successfully adapted to meet school needs, and this promotes pupils' progress with learning through a structure that has been effectively thought through. A useful visit has been made to Hunstanton to support the curriculum for those in the early years class. Resources for learning are satisfactory. Some, but not enough use of multi-cultural literature and other sources have been used. The school is aware that links to information and communication technology are not developed sufficiently. One appropriate aim of the school improvement plan is to extend provision for the subject.

HISTORY

100. By the end of Years 2 and 6, most pupils achieve standards that are in line with those expected of pupils of these ages. All pupils, including travellers, the few from other minority ethnic groups and those with special educational needs, make satisfactory progress. There was no reference to this subject in the previous report.
101. During the lesson seen, pupils in Years 5 and 6 listed what they know about Ancient Egypt before they watched a video on the subject. They took individual notes during the video about things they wished to know more about. This type of activity suitably contributes to their cultural awareness and will help to increase their independence in learning. During the last school year, the pupils in Years 3 and 4, and Years 5 and 6 learned about Britain since 1930. Their work included a time line to help their sense of chronology, and they used evidence obtained from the common household articles that are now artefacts of that period. Those in the early years class visited the local museum in nearby Wisbech to look at toys and materials, which helped with their understanding of the development of toys during an earlier period. On their visit to Hunstanton, they observed and recorded things that were the same 100 years ago and those things that are different today, which helped with their understanding of historical change.
102. The quality of teaching is satisfactory over time. There is clear evidence of secure subject knowledge and this helps to maintain the pupils' interest and to increase their progress with learning. There is equality of access for all pupils. The teaching assistant makes notes during the

lesson that will be shared with the class teacher to enable them to support those pupils who have special educational needs more effectively. An analysis of the pupils' work indicates that teachers' planning follows the agreed school's curriculum plan. Pupils' attitudes are satisfactory overall. A good feature of the learning by pupils in Years 3 and 4 is the empathetic writing about a mother going to wave her husband off to war.

103. Subject co-ordination is satisfactory. A county generated scheme of work has been successfully adapted for the school's use, and this promotes pupils' progress with learning. Resources are satisfactory in quantity, quality and range. The school is aware that the use of information and communication technology is insufficiently developed further, and there is a firm plan to improve provision for the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

104. By the end of Years 2 and 6, almost all pupils, including those with special educational needs, travellers and those few from other minority ethnic groups, have not made enough progress from their earlier skill levels, as observed in early years age groups, across all areas of information and communication technology (ICT). As a result, most pupils achieve standards that are below those expected, although some skills, such as word-processing and use of 'mouse' and menus, are at a generally satisfactory level. Discussions indicate that only a small proportion of pupils are likely to have access to computers at home and so most pupils do not have additional opportunities to raise their standards through practice at home. There have been some improvements over the last two years. For example, there has been increased access to the Internet by some pupils in Years 3 to 6, but folders held on the hard-drive show that research work of this kind has been too occasional to build sufficient competency. There has been some, though not enough, use of floor robots that has helped to improve pupils' control skills. Unfortunately, pupils in different classes have had variable opportunities to improve their knowledge, skill and understanding, and this is affecting their rate of progress with learning. During the inspection, a very large proportion of teaching did not make use of information and communication equipment to support pupils' learning. This is poor use of a valuable resource and does not give pupils sufficient opportunity to expand their learning. There were too few examples of printed work in pupils' workbooks to confirm regular use of this technology across the curriculum. There was no reference to this subject in the previous report.
105. Pupils in Year 1 display a wide range of initial skill and understanding in their use of computers. Their use of other communications equipment, such as listening centres and tape-recorders was not observed. When computing, those few seen were able to rearrange items displayed on the monitor screen by using the 'mouse' and keyboard with close to expected levels of skill and understanding. Others show skills that are not as high as expected for their age and are very hesitant when reading menus and controlling the cursor's movements. Pupils are well supported by the learning support assistant, and when she is present these pupils make most progress. No use of ICT was observed with pupils in Year 2, and no recorded work was offered as evidence of their involvements.
106. By the end of Year 6, most pupils have sufficient keyboard and 'mouse' skills to communicate, retrieve and display stored information. A small amount of computer usage was seen when pupils in Year 6 accessed their folder on the hard-drive in the early years class. Their knowledge was sufficient to access the software and move the cursor with suitable dexterity, but they were using the keyboard with a single finger action and were not confident that files were retrievable because of the time lapse since they were accessed. The equipment in their own teaching and learning area is very new and was only accessed for a small amount of time at the very end of the inspection period. Consequently, no judgements were possible to ascertain standards because of the timing of this rare event. The teacher is very new to the school and lesson planning had not taken account of the use of this technology. Discussions with pupils in Years 3 and 4 confirmed

that they too had not had enough regular access to equipment. Use of the floor robot was not in evidence during the week of inspection, although some claimed to have used it infrequently. There was no evidence of measuring equipment that makes use of computers, but the school has an inter-active microscope, which was not in use. A few of the older pupils use audio equipment in assembly times with satisfactory skill and understanding of control mechanisms. No other pupil use of audio-centres, listening centres, television or video was seen or reported.

107. Pupils in Year 6 have made the best progress, where some enthusiastic teaching last year made more use of computerised equipment than other groups, but this was still too little. Pupils confirmed in discussion that they saved to hard disk and retrieved work that they had saved. This is an efficient way of recording their work and all pupils created their own folder, which is useful. Some of this work is saved from Internet access, but some work is unreadable because the computers are not compatible with each other. When this happens, pupils are aware of this shortfall and explain with confidence the reasons why they are unable to access their site. Their use of e-mail has not yet developed to a satisfactory level. This is mainly because Internet access is too infrequent and so each pupil's turn comes round too rarely. A few examples of wall-mounted extracts of word-processing, involving the use of a wide range of different fonts and size of text is the most clearly developed skill.
108. On the few occasions when pupils were seen using computers, their behaviour was generally good, although without clear targets, some became bored and messed around, as with Year 1 pupils. Across the school, pupils are eager to use computers and other communications equipment more regularly. They show great respect for the resources and divide the limited time that they spend using equipment fairly.
109. The overall quality of teaching is unsatisfactory, as recognised by the school's management. The teachers' planning has not created a wide enough range of learning opportunities and skills development to make best use of ICT across the curriculum. There is some, but not enough evidence of effective use of ICT that is used to support pupils' learning in other subject areas. For example, in geography, pupils had created a map of a Derbyshire Peak village, and in mathematics, a bar graph showing how pupils travelled to school. These good practices are too rarely evident in workbooks and they formed a significantly low part of activity seen during the week of inspection. This results in learning being unsatisfactory for too many pupils across the school. The headteacher rightly sees this as a high priority for development.
110. There is a new co-ordinator for this subject and no clear structures for development are in place, partly because there is likely to be further teaching staff change and subsequent restructuring of subject co-ordination. This is an unsatisfactory state for the pupils and interim measures are necessary to provide equal and regular access to equipment. The scheme of work is firmly based on nationally recommended documentation that provides sufficient guidance for all areas to be adequately covered in the school's long- and medium-term planning. Consequently, this planning shows that all pupils have enjoyed access to a suitable curriculum, but not with sufficient regularity to build skills, knowledge and understanding in a structured way. The assessment of pupils' achievements and progress has not been rigorous enough, but their progress in learning has been reported annually to parents, which shows that teachers are reporting activity rather than progress with learning. There is insufficient use of the small amount of information collected by staff to fully develop pupils' levels of knowledge, and understanding. This hinders their rate of progress and hampers higher achievement. The school recognises this and there are firm plans for improvement based on new staffing structures. No governors have taken an active interest in promoting pupils' learning in this subject, which is disappointing to staff and pupils.
111. Resources to develop pupils' learning are very good in quality, quantity and range, which is a distinct improvement since the time of the previous inspection. Following the very recent arrival of new workstations that are located in the Years 5 and 6 classroom base, all pupils have access to several workstations and adequate amounts of built-in support software are loaded into the new

computers. This increase in resources has significantly improved the potential for pupils to achieve higher standards. There is a suitable connection to the Internet as part of the National Grid for Learning, and some pupils in Year 6, especially show clear understanding of its access. There is sufficient audio and visual equipment, such as television, video and listening centres for pupils to have much more use and application of them. No visits have been arranged or planned for pupils to see this technology in action.

MUSIC

112. By the end of Years 2 and 6, most pupils achieve standards that are in line with those expected of pupils of these ages. All pupils, including travellers, the few from other minority ethnic groups and those with special educational needs, make satisfactory progress. Judgements are based upon a narrow range of evidence. There was no reference to this subject in the previous report.
113. Pupils in Years 1 and 2 are keen to participate in singing and understand the difference between singing loudly or softly and fast or slowly. Their singing is largely in tune during lessons and in collective worship. In Years 3 and 4, the pupils co-operate well when copying rhythmic patterns in pairs and this helps their social development. Pupils in Years 5 and 6 record their reactions to particular pieces of music and give valid reasons for what they have written. For example, one pupil said that the music made her feel sad because it was played slowly.
114. From the limited evidence available, the quality of teaching is satisfactory and leads to overall satisfactory progress with learning. There is equality of access for all pupils. In Years 1 and 2, the teacher rightly persists in telling pupils to sing as directed, and this insistence helps improve their listening skills. There is good quality feedback about the rhythmic patterns for pupils in Years 3 and 4, which helps pupils with their learning and practising of new skills. In Years 5 and 6, the lesson aims are appropriately rehearsed with the pupils to help to focus their thinking about what they are supposed to be learning. They are asked for reasons to explain their reaction to the music played, and this results in several examples of good, expressive language being used. A wide range of music is played, and later discussed, as the pupils enter and leave assembly and this contributes to extending their cultural awareness.
115. In the very few lessons seen, the pupils' attitudes and behaviour are satisfactory overall, with behaviour that ranges from good to poor. There is good, thoughtful work in Years 3 to 6, but also isolated examples of challenging and confrontational behaviour from a few of the pupils. Discussion with a group of pupils from Year 6 revealed good subject attitudes, based on experiences from the last school year, when they took part in concerts in Ely Cathedral and in Wisbech.
116. The subject leader is new to the school so co-ordination is just beginning. A nationally recognised scheme of work is suitably used and this promotes a clear structure for pupils to progress in their learning. There is now no visiting teacher for the subject. Consequently, there are currently no pupils learning to play musical instruments and no extra-curricular musical activities, although there are plans to start a singing group. The pupils sing to members of the Day Centre for the Elderly at Christmas. Resources are satisfactory, but offer too few examples of instruments from more distant cultures. Links to information and communication technology are not used to support this subject, for example, to record pupils' musical compositions.

PHYSICAL EDUCATION

117. By the end of Years 2 and 6, most pupils attain standards that are in line with that expected of pupils of these ages in games and swimming. No evidence of dance or gymnastics was available. The larger proportion of pupils, including travellers, those few from other minority ethnic groups

and those with special educational needs, make satisfactory progress with their learning. There was no reference to this subject in the previous report.

118. Most pupils in Years 1 and 2, have bouncing and catching skills that are well developed for their age when they are using balls. They have greater difficulty in throwing and catching beanbags, but made satisfactory progress during the lesson seen. Pupils in Years 3 and 4, pupils have ball skills that are appropriate to their age. Those in Years 5 and 6 know the purpose of taking part in warming up exercises and the effect this has on the heart, and points to their clear awareness of health and safety issues. Pupils across the school go swimming in the school pool, and most pupils of both genders in Year 6 can swim the required 25 metres in shallow water.
119. Teaching and learning are satisfactory overall in the few lessons seen. The teaching and learning for those in Years 1 and 2 was satisfactory and good for those in Years 3 to 6. There is equality of access for all pupils. When lessons are good, as for Years 3 and 4, pupils not only improve their skill levels, but also learn about the values of sportsmanship. This makes a good contribution to their social and moral development. In a good lesson for Years 5 and 6, the demands on pupils are gradually increased as the lesson proceeds, which encourage them to rise to even higher standards of skill.
120. In lessons seen, almost all pupils' attitudes to the subject are good and, typically, they co-operate well in lessons. When given the rules of a game to follow, the pupils in Years 3 and 4 take turns and accept being out when they break the rules without resentment. Discussions with the oldest pupils confirm these good subject attitudes.
121. The subject leader is on a temporary contract, other teaching staff have just arrived in school and so successful co-ordination has not been achieved so far this academic year, but the subject was co-ordinated satisfactorily in the past. A nationally recognised scheme of work is used and this promotes pupils' progress with learning. Friendly football and netball matches are played against other small schools. The provision of sports coaches from Fenland District Council is not in operation at present, although the school benefited from this facility during the past academic year. Resources for the subject are good. There have been very recent improvements to the main hall, which includes wall secured climbing equipment. The pupils also benefit from an outdoor swimming pool that is used in summer months, and they have very frequent access to a large playground, field and developing adventure trail. The school has yet to develop a programme of adventurous activities.

RELIGIOUS EDUCATION

122. By the end of Years 2 and 6, most pupils attain standards that are in line with those expected by the locally Agreed Syllabus. Most pupils, including travellers, the few from other minority ethnic groups and those with special educational needs, make satisfactory progress with their learning. There was no reference to this subject in the previous report.
123. In a lesson in Years 1 and 2, the pupils were introduced to Hanukkah as an example of an alternative festival from Christianity. One pupil responded well by talking about sitting down to a meal at a festival. As the story unfolded, the pupils became increasingly aware of the conventions of story telling and, without prompting, repeated the end of each section three times as they joined in. Good use was made of a menorah, the Jewish candlestick, and this type of activity makes a good contribution to the pupils' cultural awareness. The oldest pupils are learning about creation myths. In Years 5 and 6, the pupils were seen learning about Creation myths. They were read examples of Hindu, Aboriginal and Ancient Egyptian myths, and pupils were asked to write down the features that the stories have in common. Average and above average pupils were quick to note this. This activity makes a good contribution to their cultural awareness and a good link is made to the pupils' historical work about Ancient Egypt.

124. Overall, the quality of teaching is satisfactory. In good lessons, clear targets are set for each age group, with older or more able pupils being asked harder questions to extend their learning. Additionally, acting out the story gives good opportunities for pupils to extend their speaking and listening skills. Writing about such things as the Creation myths actively extends the quality of written work, which links suitably with the literacy hour. Analysis of previously recorded work shows that there has been adequate coverage of the planned curriculum. Those in Years 1 and 2 have recorded too little of their work in this subject, and there is too little evidence that all groups of pupils have been given sufficient opportunity to reflect on what they have learned, especially at the end of lessons and assembly times.
125. Discussion with pupils, analysis of the pupils' work and the reaction of the pupils' in Years 5 and 6 at the beginning of their lesson indicate that subject attitudes and overall behaviour are satisfactory.
126. Subject leadership has been satisfactory in the past but the present co-ordinator is very new to the school. The curriculum follows the guidelines of the locally Agreed Syllabus. There is too little evidence to confirm that links to information and communication technology have been made successfully. At present, there are no visiting clergy or other visitors to help promote pupils learning in this subject. Resources are good and have been improved by the carefully considered purchase of a number of artefacts to support the different units of work.