

INSPECTION REPORT

BEESTON PRIMARY SCHOOL

King's Lynn

LEA area: Norfolk

Unique reference number: 120787

Headteacher: Mrs A Martin

Reporting inspector: Mr P Dennison
17736

Dates of inspection: 23 – 26 September 2002

Inspection number: 248174

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Chapel Lane
Beeston
King's Lynn
Norfolk

Postcode: PE32 2NQ

Telephone number: 01328 701267

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs L Beazley

Date of previous inspection: 7 - 9 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17736	P Dennison	Registered inspector	The Foundation Stage Educational Inclusion Mathematics Art and design Geography History Music Physical education	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?
13459	E Mills	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21893	V Brittain	Team inspector	Special educational needs English as an additional language English Science Information and communication technology Design and technology Religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Beeston Primary School is a small rural school situated between Swaffham and East Dereham near King's Lynn, Norfolk. It serves the villages of Beeston, Wendling and Longham. There is no nursery class, although most pupils have experienced some pre-school education in playgroups or nurseries. Those with their fifth birthday between March and the end of August may attend part-time in the mornings until January, when they attend full-time. Currently there are 68 pupils on roll full-time plus seven who attend part-time. There are three classes, although Year 6 pupils are taught as a separate class each morning. The proportion of pupils on the school's register of special educational needs is currently below the national average, although this proportion has been much higher in recent years. No pupil has a statement of Special Educational Need. The proportion of pupils eligible for free school meals is below the national average. Very few pupils are from ethnic minority groups. There are no pupils for whom English is an additional language. There is a wide range of ability on entry although overall attainment is above that expected for the age group.

HOW GOOD THE SCHOOL IS

This is a good school. It makes very good provision for the pupils in its care. Pupils achieve well and their attainment in English and mathematics is above the national average. Teaching is good and this helps pupils to make good progress. Teachers have high expectations of attainment and behaviour and pupils respond well. The pupils have very positive attitudes to learning and their behaviour is very good. Staff ensure that all pupils are able to take a full part in all aspects of school life. The headteacher, governors and staff work well together to maintain and improve children's academic and personal development. The school provides good value for money.

What the school does well

- Pupils make good progress and achieve good standards of attainment in English and mathematics.
- The headteacher provides very good leadership and manages the school very well. She is well supported by governors and staff who work hard to maintain and improve the standards of attainment.
- Teaching is good overall and a high proportion is very good.
- The school cares well for its pupils. Provision for their spiritual, moral, social and cultural development is good.
- Pupils are very well behaved; they have very positive attitudes, work hard and are keen to learn.
- The school has a very effective partnership with parents and the local community.

What could be improved

- Standards of attainment in information and communication technology.
- Standards of attainment in religious education.
- The development of older pupils' investigative skills in science.
- The assessment of pupils' progress in subjects other than English, mathematics and science.
- The accommodation.

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 October 1997. Progress since then has been satisfactory overall, although recent improvement has been good. Standards in English, mathematics and science as measured by the results of the national tests for 11 year olds, have varied from year to year since 1997, and in 2001 they were well below the national average. Under the very effective leadership of the headteacher, the school has improved standards in these subjects. Standards in English and mathematics are now above the national average and pupils make good progress. The headteacher and governors have ensured that the issues from the previous inspection have been successfully addressed. Systems of curriculum planning have been successfully developed and there are now schemes of work for all subjects. The quality of music has been improved. The headteacher has established a very clear

programme of school improvement. She has been instrumental in establishing a whole school curriculum plan and has introduced systems to monitor the quality of teaching and learning and to track pupils' progress. The school is in a strong position to improve further.

STANDARDS

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

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

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

In the 2001 National Curriculum tests in Year 6, pupils' performance was well below the national average in English and science and very low in mathematics. (In the lowest 5% of schools nationally) The results of the Year 6 tests in 2002 show an improvement in English and mathematics but a decline in science. However, national comparisons are not yet available.

The school performance in these tests varies from year to year because of the relatively small number of pupils in each year group and differing numbers of pupils with special educational needs in each year. The results in 2001 and 2002 were affected by disruption due to staffing changes and the very high proportion of pupils with special educational needs, many of whom had joined the school in Years 3 to 6. (In 2001, 54% of pupils in Year 6 had special educational needs.)

Pupils' performance in the 2001 national tests for Year 2 pupils was well above the national average in reading, writing and mathematics. On the evidence of the inspection, pupils achieve well. Attainment by the end of Year 2 is above the national average in reading, writing, mathematics and science. By the end of Year 6, pupils' attainment in English and mathematics is above the national average. Attainment in science is in line with the national average.

Pupils make good progress in the reception class and by the time they complete the Foundation Stage the great majority achieve the early learning goals established for the age group. Many move beyond this to the National Curriculum programmes of study.

Realistic but challenging targets for the Year 6 National Curriculum tests have been agreed and the results in 2002 met the target set for English but fell short of the target for mathematics. Evidence from the inspection indicates that the targets for 2003 are likely to be met.

Attainment in information and communication technology (ICT) is broadly in line with expectations at the end of Year 2 but below expectations in Year 6.

Attainment in religious education is in line with expectations at the end of Year 2 but below expectations at the end of Year 6.

Attainment in physical education, art and design, and geography, is in line with expectations. There was insufficient evidence to judge standards of attainment in design and technology, history and music.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. They work hard, concentrate well and show great enthusiasm.
Behaviour, in and out of classrooms	Behaviour is very good.
Personal development and relationships	Personal development and relationships are very good. Pupils co-operate well with each other and their teachers. When given opportunities to carry responsibility they are trustworthy and show initiative.
Attendance	Attendance is very good and pupils enjoy coming to school.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. It has improved since the previous inspection and has a positive effect on the progress and attainment of all pupils. Teaching in the reception class and Years 1 and 2 is very good.

Lessons throughout the school are well planned and organised. Work is well matched to pupils' needs and abilities, providing them with a clear challenge and thus supporting their progress. The teachers have appropriately high expectations of behaviour and attainment. Where teaching is good, pupils are encouraged to work responsibly, and are given opportunities to work independently and in pairs or groups. Relationships are very positive. Pupils respond well to teachers' expectations of good behaviour and concentrate well. Where teaching is less successful, the work lacks challenge and does not fully engage pupils' interest. This results in a slower pace of work and more limited progress.

The teaching of English and mathematics is very good overall and the skills of literacy and numeracy are taught well. Classroom support staff work closely with the teachers to raise standards and ensure that all pupils gain full benefit from their lessons. They make an important contribution to pupils' learning. Pupils with special educational needs are well supported and make good progress.

Pupils respond well. They are keen to learn and work hard, showing good levels of concentration and developing their knowledge, skills and understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Provision for children in the reception class and Years 1,2 and 3 is good, with a good range of learning opportunities. Provision for older pupils is satisfactory, with weaknesses in information and communication technology (ICT) and religious education (RE).
Provision for pupils with special educational needs	Pupils with special educational needs are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for personal development. There are very clear expectations of behaviour and the positive values promoted in assemblies and lessons help to promote spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school cares for its pupils well. Staff know their pupils well as individuals and create a supportive environment in which pupils can grow in maturity.

The school has established a strong partnership with parents and this has a positive effect on pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and has established a positive climate for learning in the school. She is well supported by all staff. The school is managed very effectively.
How well the governors fulfil their responsibilities	Governors are very supportive of the school. They are aware of the needs and priorities facing the school and contribute very effectively to its success.
The school's evaluation of its performance	There are effective systems in place to monitor the work of the school. Teaching, learning and standards of attainment are regularly reviewed and evaluated. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Effective use is made of the school budget and additional grants for the benefit of pupils' learning. Financial planning is very good and resources are used well to support the school's educational priorities.

There are sufficient staff to meet the demands of the curriculum. Despite recent improvements, the accommodation is unsatisfactory overall. There is limited space for computers and the school has no hall. Resources are generally adequate, although there is a need to further improve resources for information and communication technology and science.

The headteacher, staff and governors contribute very effectively to the quality of education provided and to the standards achieved by the pupils. The school development plan has been produced in consultation with staff and governors. This is based on an analysis of the school's needs. It clearly identifies the school's priorities and is reviewed regularly to evaluate progress. The school makes good

use of the principles of best value to make effective use of the financial resources available. These are used well to support the priorities identified in the plan.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Their children make good progress.• The school is well led and managed.• Teaching is good.• The school helps their children to become mature and responsible.• Children are expected to work hard and to achieve their best.• Behaviour in the school is good.	<ul style="list-style-type: none">• The amount of homework provided for children.• The information they receive about their children's progress.

The inspection team agrees with the many positive views of parents.

Some parents raised concerns about the amount of homework provided and the level of information about pupils' progress. These issues had already been identified by the school as areas for development after the school analysed the results of its own survey prior to inspection. The homework policy has been clarified, a third consultation evening planned and a home/school diary has been introduced, which is particularly useful to parents who are unable to deliver and collect their children personally. The inspection team feels that the action taken by the school is sufficient to address the concerns of a minority of parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' performance in the 2001 Year 2 National Curriculum tests in reading and writing was very high. It was well above the national average in mathematics. Teachers' assessments of pupils' attainment in science were well above the national average. In the 2001 National Curriculum tests in Year 6, pupils' performance was well below the national average in English and science and very low in mathematics. The results of the Year 6 tests in 2002 show an improvement in English and mathematics but a decline in science. However, national comparisons are not yet available.
2. The school performance in these tests varies from year to year because of the relatively small number of pupils in each year group and differing numbers of pupils with special educational needs in each year. The results in 2001 and 2002 were affected by disruption due to staffing changes and the very high proportion of pupils with special educational needs, many of whom had joined the school in Years 3 to 6.
3. On the evidence of the inspection, attainment by the end of Year 2 is above the national average in reading, writing, mathematics and science. By the end of Year 6, pupils' attainment in English and mathematics is above the national average. Attainment in science is in line with the national average. Standards in English and mathematics are good because lessons are well planned and organised and the national strategies for literacy and numeracy are implemented very effectively. Teachers have high expectations and pupils respond very positively.
4. Realistic but challenging targets for the Year 6 National Curriculum tests have been agreed and the results in 2002 met the target set for English but fell short of the target for mathematics. Evidence from the inspection indicates that the targets for 2003 are likely to be met. Individual targets are also set for pupils and shared with them and with parents.
5. There is a wide range of attainment on entry to the school, although, overall, attainment is above that expected for the age group. Pupils make good progress in the reception class and by the time they complete the Foundation Stage the great majority achieve the early learning goals established for the age group. Many move beyond this to the National Curriculum programmes of study. The good levels of achievement reported at the time of the previous inspection have been maintained.
6. By the age of seven, most pupils have good skills of speaking and listening. They are competent in the early skills of reading and are developing a range of strategies for attempting unknown words. Their writing shows an increasing fluency and control, with simple punctuation being used accurately. Pupils read a range of texts with fluency and understanding. They use capital letters and full stops appropriately in their writing, with simple words spelt correctly. They develop their ideas logically in a sequence of sentences. By the age of 11, standards of literacy are good. Pupils listen carefully to one another and their teachers. They give articulate, complete answers to questions, demonstrating good comprehension skills. The majority of pupils are confident when asked to address the rest of the class and speak clearly to the best of their ability. Pupils read with understanding and discuss the characters and plot of stories confidently. Higher attaining pupils are very fluent and expressive. They read widely and explain their views clearly. Their writing is organised, clear and well adapted for a

number of purposes. Most pupils make good use of punctuation and are secure with spelling. They plan work carefully and make good use of parts of speech such as adjectives and adverbs.

7. Pupils have good numeracy skills. They develop their understanding of the number system and their mathematical vocabulary. By the age of seven, pupils are able to carry out written calculations accurately and most have a good knowledge and understanding of number facts, shapes and measures. By the end of Year 6, pupils of all abilities have a good knowledge of the number system and can add, subtract, multiply and divide competently. The higher attaining pupils have a good understanding of percentages and probability, and can use fractions and decimals accurately. The lower attaining pupils can apply the four rules of number effectively and use a wide range of units of measure competently. Pupils have a sound knowledge of shapes and their properties and a good appreciation of the number system and measures. Pupils make good progress in developing their mental strategies and are able to use their mathematical knowledge to solve problems and to support their work in other subjects such as science.
8. By the age of seven, pupils develop a good scientific vocabulary and knowledge. They are able to observe changes, make sensible predictions and record their observations appropriately in notes and drawings. Pupils are developing their scientific skills well because their knowledge and understanding is acquired mainly through investigation. By the end of Year 6, pupils have a sound grasp of the factual knowledge required by the National Curriculum. They can make predictions based on their everyday experiences and show a basic understanding of how to structure a fair test. However, their skills of scientific investigation are under-developed.
9. Standards in information and communication technology (ICT) are broadly in line with expectations at the end of Year 2 but below expectations in Year 6. The school has made progress since the last inspection in developing its ICT provision and has recently produced a good scheme of work for the subject. This has not yet had time to raise standards sufficiently. By the end of Year 2, most pupils use the keyboard reasonably proficiently and control programs effectively. By Year 6 most pupils can word process competently. They have used a spreadsheet and computers are used in maths for data handling and creating graphs. The Internet and CD ROMs have been used regularly to carry out research; pupils use search engines to gain access to information but still need practice to refine their searches. They have not had the opportunity to construct multimedia presentations or use control technology at the appropriate level.
10. Attainment in religious education is in line with expectations at the end of Year 2 but below expectations at the end of Year 6. By the end of Year 2 pupils have learned about major Christian Festivals and the life of Jesus. They have begun to learn about other world religions. By the end of Year 6 pupil's knowledge of Christianity has developed satisfactorily. They are aware of the significance of Christian festivals and understand the use of symbols such as the cross. Pupils have some understanding of the influence that religion has on the way people choose to lead their lives and are aware of the Ten Commandments. However their recall of any major world faiths other than Christianity is very weak.
11. Attainment in physical education, art and design, and geography, is in line with expectations. There was insufficient evidence to judge standards of attainment in design and technology, history and music.

12. The attainment of most pupils with special educational needs is lower than their peers but is appropriate when account is taken of their learning difficulties. Progress is good, and, by the age of 11, many reach the levels expected in the English, mathematics and science national tests. Progress in lessons is good due to the quality of support and to the work planned to meet their needs.
13. The school is now in a strong position to further raise standards of attainment across the whole range of subjects, developing the work that has already brought success in English and mathematics. A whole school plan for the curriculum has recently been established. This clearly identifies the skills, knowledge and understanding to be taught each year. Staffing problems have been overcome and teachers have appropriately high expectations of their pupils. The good standards of achievement in the younger age groups provide a very good foundation on which to build.

Pupils' attitudes, values and personal development

14. The school has sustained the strengths of the last inspection in the very good attitudes, behaviour and relationships which permeate the school. These have a significant and positive effect on their learning.
15. Pupils enjoy coming to school. All parents who replied to the questionnaire agreed that their children like school. Pupils' very good attitudes to school begin in reception where children are settled and happy, even though at the time of inspection they had been in school for only a few weeks. Even the youngest children know the routines, are aware of what is expected of them and where to find equipment. They tidy away when asked and listen carefully to their teacher and to each other. Similarly, infant and junior pupils are interested, eager to learn and relate well to each other, to their teachers and to other adults. They cooperate well when working together in pairs or in groups. Boys and girls work and socialise happily together and pupils with special educational needs work well alongside their peers. Pupils of different ages integrate well in lessons and in the playground. Pupils who arrive from other schools quickly settle and make friends.
16. In the reception class, children arrive happily and are eager to take part in the activities. Their confidence develops well and they quickly learn the routines of the class and demonstrate growing levels of independence. In Years 1 to 6, pupils' behaviour is very good in lessons and around school and they are mature in their approach to school. They are enthusiastic learners. In lessons they mostly settle well to their tasks and are keen to contribute ideas, readily answering questions and making suggestions. In and around school, even when not directly supervised, pupils conduct themselves sensibly and responsibly. Pupils and parents agree that instances of bullying, unkindness or inappropriate behaviour are very rare and are dealt with effectively by staff when they do occur. There is no evidence of sexism or racism and there have not been any exclusions in the past year. Pupils' response to the expectation of good behaviour is very good. This ensures that lessons run smoothly and that pupils learn effectively. Only in a few lessons did pupils take a while to focus on their work.
17. Pupils follow the lead of adults and treat each other with respect and courtesy. They are supportive of each other and appreciate the efforts of others. Pupils show very good attitudes to learning and this has a positive effect on their progress. They are interested in their work, well motivated and enthusiastic. Most concentrate and listen well. They speak about their ideas with confidence and are prepared to share their thoughts with their teachers and classmates. They are well motivated and respond well to encouragement and praise. Older pupils set a good example and are considerate and helpful towards younger children. Some Year 6 pupils act as prefects, organising

resources and helping to monitor behaviour in assemblies. Others help to serve lunch and are happy to carry out tasks for teachers. This they do cheerfully and responsibly. Pupils show confidence and maturity. In all year groups they were willing to talk to inspectors about their work and their interests and were polite and respectful when doing so.

18. Attendance at the school is very good with rates well above those achieved nationally. There is no unauthorised absence and pupils are prompt to school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, 78 per cent of the teaching observed was good or better, including 56 per cent that was very good or better and 4 per cent that was excellent. The quality of teaching has improved since the previous inspection with a greater proportion that is now very good and none that is less than satisfactory. Teaching in the reception year and in Years 1 and 2 is very good overall. Teaching in Years 3 to 6 is good overall.
20. Teaching in the reception class is often exciting and interesting, capturing children's imagination and making them very eager learners. Staff have a very secure understanding of how young children learn and of the importance of play and first hand experiences. This has a very positive effect on the good progress children make towards the early learning goals and provides a very firm foundation for learning in Years 1 to 6. The experiences provided are interesting, challenging and of a very high quality and are focused very closely on what children need to learn. Staff provide very effective support for all activities, continually interacting to check and extend children's understanding. Children are given very clear instructions about what it is they are expected to do. As a result they move quickly to tasks, using the time well to reinforce or extend their learning. Praise and encouragement are very effective in promoting positive behaviour and personal, social and emotional development. Staff use questions, comments and observations very well to extend learning and to assess children's progress in order to plan for future learning. Staff work very well together and this has a positive effect on the quality of the learning.
21. Teachers throughout the school plan work carefully. Where teaching is good, pupils are encouraged to be responsible about their work, and are given opportunities to work independently and in pairs or groups. Relationships are very positive and pupils respond well to teachers' expectations of good behaviour and show good levels of concentration. Group work is organised skilfully to enable some groups to work independently thus enabling the teacher to give more intensive support to others. Classroom support staff are used very effectively to support pupils' learning and make a very positive contribution to the progress made. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. As a result, they make good progress.
22. Teachers have good subject knowledge. They make effective use of questioning to develop and assess pupils' understanding and they give clear explanations. Teachers effectively build on pupils' earlier learning and use the opportunities of whole class sessions to review and assess pupils' understanding of previous work. In an art and design lesson in the Year 4/5/6 class, the teacher began by recapping earlier work when pupils had looked closely at a range of chairs before developing the idea of designing a chair to reflect the personality of a literary character. Clear planning, good

questioning and well presented resources all helped pupils to tackle this activity with success.

23. On the occasions where teaching is less than good, it is usually because the work provided lacks challenge and the pace of the lesson is slow. At times, lessons lack a sufficiently sharp focus and pupils' response slows, with an adverse effect on the progress made.
24. Teaching of English and mathematics is very good overall. Teachers generally have high expectations and provide work which is well matched to pupils' needs and abilities. Pupils respond well and make good progress. Good use is made of the frameworks provided by the National Literacy and Numeracy Strategies for planning activities. This good quality teaching has a very positive impact on maintaining and raising the standards of attainment. A good example was observed in a Year 2/3 lesson when the teacher used the story of 'Polly and the Wolf' to develop pupils' understanding of narration and the use of dialogue between characters. Very good planning ensured that work was well matched to the needs and abilities of the pupils. The teacher's lively approach and very good relationship with the class meant that pupils were fully engaged in the activities. In a Year 6 mathematics lesson on problem solving, good questioning ensured that all pupils, including those with special educational needs, were fully involved. The teacher provided challenging activities and encouraged pupils to think for themselves.
25. Teaching of science is good overall, and at times it is excellent. Where teaching was less effective, the content of the lesson was appropriate but the lesson was not structured to enable pupils to develop their own investigative skills and to build on their earlier achievements. The teaching of information and communication technology is satisfactory, although hampered by the lack of facilities for whole class teaching.
26. Pupils' work is assessed and marked constructively on a day-to-day basis. Teachers know their pupils well. They provide good verbal feedback during lessons and help pupils to improve their work. The use of written marking is less consistent. The use of written comments is not always used effectively to ensure that pupils are aware of areas which need to be improved or to set clear targets for improvement.
27. Pupils with special educational needs are given effective support in lessons to help them to overcome particular difficulties and to make good progress. Work is well matched to meet pupils' needs, basic skills are well taught and there are appropriate high expectations of what pupils are capable of achieving. Effective strategies are used to involve special needs pupils in the curriculum and to enable them to succeed. For example, very skilful questioning in one class enabled a child to use a chart showing the results of a test to clarify her understanding of which shopping bag was the strongest. Class teachers and support staff work well together to plan appropriately for these pupils and to assess what they have learned. They know the pupils particularly well and provide very effective support, particularly when they are working with small groups and focusing on specific difficulties. They have established very effective relationships with the pupils so that they are able to encourage them to try hard and their sensitive approach helps to maintain pupils' self-confidence.
28. Homework is used effectively to support learning. The amount of homework given to pupils is increased as they progress through the school. This takes a variety of forms including reading activities, learning multiplication tables and spellings and work which reinforces or extends learning in class.

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

29. At the time of the last inspection the school's curriculum and planning was satisfactory overall but with some weaknesses. These have now been addressed and the school provides a wide and varied curriculum. Provision for children in the reception class is good. The curriculum is broad and balanced. It reflects the teachers' good knowledge and understanding of the ways in which young children learn, and provides a range of well-organised experiences which are closely matched to the children's level of development, and challenge them to make progress. Planning is based on the six areas of learning appropriate for this age group, moving on to the National Curriculum as the children achieve the early learning goals. Particular emphasis is rightly given to personal, social and emotional development, as well as to communication, language and literacy and to mathematical development. The children are encouraged to enjoy learning and to take part in a wide range of lively practical activities, which support their progress effectively in all areas.
30. The curriculum for pupils in Years 1 and 2 is broad and balanced and there is a good range of learning opportunities. Provision for older pupils is satisfactory, but with weaknesses in information and communication technology (ICT) and religious education (RE). The National Literacy and Numeracy Strategies are fully in place and are being used effectively to raise standards. The school has recently adopted nationally agreed guidelines for all National Curriculum subjects and these have been used to produce schemes of work which deal well with the provision of a suitable curriculum for pupils working in mixed age classes. However, these have been in place only since the beginning of the school year and have not yet influenced the standards achieved by older pupils. There has been an improvement in the provision for ICT, although the curriculum at present is still unsatisfactory because the current Year 6 pupils will not have the opportunity to construct multi-media presentations or to use control technology. Provision for RE is at present unsatisfactory for pupils in Years 4 to 6 because the school is working without sufficiently detailed planning. Weekly planning for literacy and numeracy is good and a common format is used across the school. It ensures that work is appropriate for pupils of different ages and attainment. Homework is used well throughout the school to consolidate learning especially, for English and mathematics. It is set regularly and there is a home/school diary to ensure that parents are fully informed.
31. Provision for all pupils with special educational needs is good. Their needs are well met mainly in class and, occasionally, in withdrawal groups by appropriate work and support. Pupils have equal access to the whole curriculum, including extra-curricular activities. Where relevant, pupils have detailed individual educational plans which are well implemented by class teachers and support staff. The targets set for pupils are short term and achievable.
32. There is good provision for personal, social and health education (PSHE) both in discrete lessons and within science and physical education. A detailed scheme of work enables lessons to be planned which allow pupils, for example, to explore feelings and relationships. They have opportunities to discuss moral issues such as the need for rules in school. Pupils are taught from an early age about healthy eating and care of the body, including drug awareness. Older pupils receive sex education in line with the school's policy. Assemblies make a good contribution to the sustaining of good behaviour and personal development. The school's very positive and inclusive atmosphere reflects the good provision in this area. Citizenship lessons are now part of

the curriculum. This will involve the pupils in decision-making and discussing how to become an effective citizen in the local and the wider community.

33. A good range of activities is provided outside lessons to enhance the curriculum. They are well supported by pupils from all age groups, including the reception class. At present there are lunchtime and after-school clubs for football and other games, a gardening club, a choir, a French club and a drama group.
34. The local and the wider community make a good contribution to the pupils' learning and to their personal development. There are links with local religious groups, and the rector of the parish is a regular visitor to school. The community policeman, school nurse and others visitors enrich the PSHE curriculum. Pupils take part in village activities and use facilities such as the village hall. Good use is made of the local area for geography and history; younger pupils make regular visits to a local farm whilst, last term, Years 2,3 and 4 visited the King's Lynn museum to support their work on the Tudor period. The school has close links with United States Air Force veterans who were based here during the 2nd World War and who visit regularly and sponsor school projects.
35. Very good links are maintained with local schools. The school is part of a cluster of small schools which feed the local Litcham High School. Staff from all the schools have worked closely together as a self-help group, for example to improve provision for pupils in mixed age classes. They join together to organise events such as the recent multicultural day. There are good links with the high school and, currently, science staff are becoming involved in supporting science teaching and learning.
36. The school's curriculum is enriched by the good provision overall for the pupils' spiritual, moral, social and cultural development and this is a strength of the school. There have been improvements in both spiritual and cultural development since the last inspection. Parents are happy with the attitudes and values which the school is promoting and the positive effect which they are having on pupils' personal development.
37. Provision made for pupils' spiritual development is satisfactory. Acts of collective worship are within a mainly Christian framework. However, they are also used to promote pupils' knowledge, awareness and respect for different religions and visitors from faith groups are regularly invited to talk about their beliefs. A recent visitor was from the Jewish faith. An assembly with an African theme was used well to develop pupils' understanding that people of all ethnic groups and creeds are part of God's world. There are few planned opportunities for spiritual awareness in lessons. However, in one lesson observed, pupils, following the lead of the teacher, treated artefacts relating to Hindu worship with suitable reverence, knowing that these were important to other people.
38. The provision for pupils' moral development is very good and the school promotes a strong moral code. A discipline policy is in place and there are clear expectations of what is acceptable and unacceptable behaviour. Pupils are well aware of the school and class rules and know the difference between right and wrong. They know what to do in the cases of bullying. As a result, behaviour in and around school is very good and most pupils show a good degree of self-discipline. Personal, social and health education (PSHE) lessons often involve pupils in discussing behaviour towards each other and other moral issues. In an English lesson older pupils were involved in discussing issues such as the pros and cons of foxhunting. Assemblies often use

stories with a clear moral focus and good behaviour is rewarded in weekly achievement assemblies.

39. The social development of pupils is very good. It is enhanced by the very good relationships between staff and pupils. As a small school it is a cohesive unit, and both formally and informally, younger children are supported and assisted by older pupils when needed. Pupils of mixed ages play and work together harmoniously. PSHE lessons are used to boost pupils' confidence and self-esteem and to discuss subjects such as the development of positive relationships with others. There are opportunities in class for pupils to work in groups and learn to co-operate. This was seen to good effect in the Year 2/3 class when pupils successfully worked together to make shopping bags. Pupils in all classes undertake tasks that promote the smooth running of the school and develop responsibility. Displays around the school remind pupils that they are part of the wider community. Regular fund raising reinforces this and pupils have recently collected money for Romanian special needs children as well as for charities closer to home.
40. The provision for cultural development is good. The improvement since the last inspection has been principally in the provision for music and drama. This has been led by the appointment of a teacher who is a music specialist and by the headteacher who has introduced the teaching of drama. Concerts and plays are now performed each term for parents and for the local community. A professional musical event was performed for pupils last term. Before assemblies pupils listen to music from different cultures and in different styles. This term Year 6 pupils will visit the theatre to see a production of *A Mid-Summer's Night Dream*, which they are presently studying. The school is making a big effort to develop the awareness of other cultures, and provision is now improving. Last term all pupils attended a multi-cultural day and, prior to this, learned aspects of the way of life of some of the cultures to be represented. Some assemblies this term have focused on African myths and music.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school has maintained the secure, happy and welcoming environment found during the previous inspection. A major contributing factor in the quality of support for pupils is the staff's knowledge of pupils, their circumstances and their individual needs. This is a small, caring school where the headteacher and staff genuinely care for their pupils and have their best interests at heart. Parents of children new to the school report that staff are skilful in helping their children to adapt quickly and many of these parents feel that the family atmosphere has been beneficial to children who have had problems at other schools or who are quiet and reserved.
42. The school takes great care to ensure that health and safety regulations are met and has good procedures to identify potential hazards. Internet safety has been recognised and Internet access is monitored strictly. Safe practices are observed in and around school and regular checks of the building are carried out with the involvement of governors. The school has been proactive in ensuring the safety of pupils outside the school by allocating one entrance to the delivery and collection of children by school transport. The headteacher also arranged for signs to be erected in the village street to warn motorists about the lack of footpaths. The school complies with statutory local education authority child protection guidelines and has good contact with outside agencies. Staff are currently compiling necessary risk assessments for visits and in subject areas. Supervision of pupils in the playgrounds is of high quality and well organised. Younger children have a separate playground and pupils are provided with play equipment. Procedures for dealing with accidents are in place and effective.

43. The school successfully promotes good behaviour and has measures in place to record rare instances of poor behaviour. The reward system is very effective and well understood by pupils and appreciated by parents. Bullying is not tolerated and any rare incidents are dealt with swiftly. The school has good measures to ensure that pupils' attendance and punctuality is carefully monitored and that all absence is explained.
44. Procedures to monitor the attainment and progress of pupils have been improved since the previous inspection. Good assessment systems for English, mathematics and science are now in place to assess pupils against national expectations and this is providing useful information for following the performance of pupils as they move through the school. In addition, the school makes good use of other test information, for example, to identify pupils who may need extra provision or have special educational needs. Teachers are now using this information to set individual targets for pupils in English, mathematics and science. This helps pupils to understand their own strengths and weaknesses and guides teachers when planning new work. The use of assessment and monitoring procedures is more developed in English and mathematics. Long term science procedures are sound but medium term assessment does not include all elements of the subject. There were few examples of ongoing assessment of science skills. As yet this good assessment does not extend to all subjects. Procedures for monitoring pupils' attainment in other subjects are informal.
45. Pupils identified as having special educational needs are well cared for; targets are set, their progress is reviewed regularly and pupils are involved in this. Pupils with some learning difficulties are identified early, given extra support and their progress is monitored. As a result some do not reach the formal stages of the Special Needs Code of Practice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school fosters very good links with parents who are very supportive of the school and take a keen interest in the education of their children. Staff have established a strong partnership with parents and this has a positive effect on pupils' learning.
47. Parents' views of the school are largely very positive. In their responses to the questionnaire and in discussion with inspectors, parents were very positive about most aspects of the school's work, especially in key areas such as teaching, progress, behaviour and expectations. Parents are happy with the management of the school and feel that the school provides well for their children. They feel comfortable in approaching staff when necessary and feel confident that teachers would contact them with any problems.
48. Some parents raised concerns about the amount of homework provided and the level of information about pupils' progress. These issues had already been identified by the school as areas for development after the school analysed the results of its own survey prior to inspection. The homework policy has been clarified, a third consultation evening planned and a home/school diary has been introduced which is particularly useful to parents who are unable to deliver and collect their children personally. The inspection team agrees with the positive views of parents and feels that the action taken by the school is sufficient to address the concerns of a minority of parents.

49. The school is welcoming to parents and works very well to involve them. Good relationships are established before children join the school with a useful programme of meetings and visits for parents of reception children. This partnership continues with adequate formal opportunities for parents to talk to teachers at consultation evenings. Teachers also make themselves available at the beginning and end of each day to exchange information with parents. During the inspection teachers were seen to seek out parents not only to deal with any problems but also to tell them when their children had done well. Parents are provided with their child's targets and annual written reports are detailed and informative.
50. Parents are welcome to help in school and many do, providing helpful assistance in classroom activities, clubs, swimming and on out-of-school visits. Parents are given guidance for listening to readers. Governors also provide practical help in school and in extra curricular activities such as the gardening club. The Friends of Beeston raise substantial funds which are used to provide extra resources and subsidise out of school visits.
51. Information about the school and its work is very good. Parents are given a clear view of what their children are doing and newsletters and the recently introduced 'Friday Bulletin' keep parents informed about school events and activities.
52. The open, welcoming approach of staff enables parents to feel part of the school community and is appreciated by parents. The additional measures which have been put in place to ensure that parents are fully informed about all aspects of their children's education has strengthened the partnership between home and school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The school is very well managed. The headteacher provides very good leadership, promoting and sustaining a clear sense of direction for the work of the school. She is very well supported by all the staff. The very positive and supportive ethos and the sense of commitment displayed by all who work in the school reflect the quality of this leadership. There are high expectations of pupils' standards of achievement and behaviour, good relationships and equality of opportunity for all. Governors, teachers and non-teaching staff have clearly defined roles and responsibilities and work well together to support the headteacher in promoting the school's aims. The headteacher had only been in post for twelve months prior to the inspection. In this time she has developed a very effective working relationship with the governors, won the confidence of parents and established a very clear programme of school improvement. She has been instrumental in establishing a whole school curriculum plan and has introduced systems to monitor and track pupils' progress. The school had suffered a period of disruption due to staff changes, and older pupils in particular were taught by a number of different supply teachers. These staffing issues have now been resolved.
54. The school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. Systems of curriculum planning have been successfully developed and there are now schemes of work for all subjects. The quality of music has been improved.
55. The governors are regular visitors to the school and they are kept well informed about the issues. This enables them to make a positive contribution to supporting the work of the school. They provide good support for the school and are effectively involved in decisions about finance and the curriculum. Individual governors have links with

curriculum areas and special educational needs. They fully meet the requirements of their statutory responsibilities.

56. The school improvement and development plan has been produced in consultation with staff and governors. This is based on a clear analysis of the school's needs. It identifies the school's priorities and is a useful and effective management tool. It is linked to the school budget, has criteria for success and is reviewed regularly to evaluate progress. It is supplemented with clear and effective action plans for each area of development.
57. The management of special educational needs is good. There is a link governor who has attended recent training along with the co-ordinator. Staff have received relevant training and are kept abreast of recent developments in formal staff meetings. The co-ordinator meets regularly with class teachers and other support staff. Good use is made of the educational psychology service and other outside agencies to enhance pupils' progress. For example, when three children with specific language difficulties were identified, relevant staff attended a course which, with the advice of speech therapists, is enabling them to provide appropriate support. The input from outside agencies is evaluated and reviewed termly. The progress of all pupils with special educational needs is monitored and tracked. There is clear evidence of pupils making good progress and when appropriate, being removed from the register. Resources for literacy and numeracy support are good and these are used well to enable pupils to make good progress.
58. The school has effective strategies in place to promote the skills of literacy and numeracy. The literacy and numeracy co-ordinators provide very good leadership and the literacy and numeracy strategies are very well managed and have been implemented effectively.
59. All staff have curriculum responsibilities. Co-ordinators are responsible for managing their subjects and providing curriculum support. They are also involved in monitoring teachers' planning and pupils' attainment. The major focus for such monitoring has been in English, mathematics and science and this work is less developed in other subject areas. The headteacher regularly monitors curriculum development through classroom observations and the scrutiny of teachers' planning. The headteacher has introduced good systems to monitor the quality of teaching and learning. She also carries out regular classroom observations and some monitoring has also been done by subject co-ordinators. Systems have also been established to monitor pupils' attainment and to set clear targets for improvement.
60. Financial planning is good and decisions are closely linked to priorities in the school improvement and development plan, for example the improvement of resources for information and communication technology. The school makes efficient and effective use of specific grants such as those for the support of pupils with special educational needs. Governors are appropriately involved and take a close interest in planning and monitoring the school's budget. The large budget surplus for 2000/2001 was earmarked for additional spending on computers and building maintenance. The budget has also been used effectively to provide additional classroom support staff.
61. Governors consider a range of options before making decisions about spending. Competitive quotations are evaluated carefully against the value for money they would provide and decisions are made prudently. Financial control and monitoring are good. Efficient day-to-day management and administration by the school secretary, particularly of financial matters, and the ordering and control of equipment ensures minimum disruption to teaching and learning and makes a positive contribution to the

smooth running of the school. The secretary's office provides a welcoming and friendly introduction to the school for parents and visitors, typifying the very good relationships that exist in the school.

62. There are sufficient staff to meet the demands of the curriculum. Teachers are well qualified and have good subject knowledge. Teaching assistants work very effectively with individuals and groups and make a very good contribution to pupils' learning. Teamwork between teachers and support staff is very good. The caretaker, school meals and supervisory staff help to provide a clean, safe and healthy environment for pupils and make a valuable contribution to their well-being.
63. Arrangements for staff development are good and are linked to the school development plan as well as their own identified needs. Good performance management procedures are embedded in the practice of the school. The school has good procedures for the induction and mentoring of new staff.
64. Accommodation has been improved since the previous inspection. An additional classroom has been provided and an extension to the main school building includes indoor toilet facilities and office accommodation. However, the number of pupils on the school roll has increased considerably since the last inspection and consequently the school is still short of space. Classrooms for older pupils are cramped. There is limited space for computers, and whole class teaching of information and communication technology is very difficult. The lack of a school hall is also very restricting. Although the school makes good use of the village hall and another school, indoor physical education is limited. Assemblies take place in a small room which also serves as a classroom, the school library and a staff room. Consequently, the room needs to be re-organised before each assembly and there is barely sufficient room for everyone to gather. Outdoor accommodation is good. The school has a playing field, playgrounds and an adventure playground. These features provide a physically challenging environment in which pupils can learn and play.
65. Resources are well organised and generally adequate, although there is a need to further improve resources for information and communication technology and science. The library is a good resource and there are good procedures in place to make sure that it is accessible to all pupils.
66. The school has a clear set of aims. These are reflected in all aspects of the school's work. The school has high expectations of the pupils in terms of their personal and academic development. The school is forward moving and has a positive and supportive atmosphere, placing the needs of the pupils as a high priority.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to further improve the quality of education and the standards of attainment, the headteacher, governors and staff should:

- (1) Raise standards of attainment in information and communication technology by:

improving the resources to support learning in information and communication technology;

raising teachers' expertise and confidence;

implementing the new scheme of work to provide a clear progression in the development of skills;

developing assessment procedures which will enable teachers to record pupils' attainment; monitor progress; inform planning and accurately match work to pupils' needs.

(paragraphs 9, 30, 65,130,132,134)

- (2) Raise standards of attainment in religious education.

(paragraphs 10, 147, 148,150)

- (3) Improve the quality of investigational science by:

providing guidance for staff on how to develop and assess pupils' investigative skills;

ensuring that pupils have sufficient opportunities to investigate freely, to ask questions and to test their own ideas.

(paragraphs 8, 25, 44, 111, 112 114)

- (4) Implement systems to assess and monitor pupils' progress in subjects other than English, mathematics and science.

(paragraphs 44, 121, 126, 129, 134)

- (5) Continue to explore ways in which the accommodation can be improved in order to provide more teaching space, especially for information and communication technology.

(paragraphs 64, 114, 134, 145)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	6	6	0	0	0
Percentage	4	52	22	22	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	71.5
Number of full-time pupils known to be eligible for free school meals	n/a	7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	0
Number of pupils on the school's special educational needs register	n/a	18

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	1
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	4.3

Unauthorised absence

	%
School data	0

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	5	8	13

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

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (100)	92 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

* The figures for girls and boys have been omitted in accordance with OFSTED instructions, as the total number of each is ten or less.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	3	8	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	8	4	9
Percentage of pupils at NC level 4 or above	School	73 (83)	36 (75)	82 (83)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	8	8	10
Percentage of pupils at NC level 4 or above	School	73 (83)	73 (83)	91 (83)
	National	72 (70)	74 (72)	82 (79)

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

** The figures for girls and boys have been omitted in accordance with OFSTED instructions, as the total number of each is ten or less.*

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	59	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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)	3.8
Number of pupils per qualified teacher	20.26
Average class size	25.66

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	50

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Financial information

Financial year	2001/2002
	£
Total income	199,172
Total expenditure	188,484
Expenditure per pupil	2,480
Balance brought forward from previous year	15,459
Balance carried forward to next year	26,147

Number of pupils per FTE adult	n/a
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.5
Number of teachers appointed to the school during the last two years	2.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 65%

Number of questionnaires sent out	77
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	50	0	0	0
My child is making good progress in school.	56	38	2	2	2
Behaviour in the school is good.	58	36	0	2	4
My child gets the right amount of work to do at home.	36	48	14	2	0
The teaching is good.	64	30	0	0	6
I am kept well informed about how my child is getting on.	30	44	20	6	0
I would feel comfortable about approaching the school with questions or a problem.	64	32	4	0	0
The school expects my child to work hard and achieve his or her best.	64	36	0	0	0
The school works closely with parents.	40	42	8	2	8
The school is well led and managed.	56	32	2	0	10
The school is helping my child become mature and responsible.	58	36	2	0	4
The school provides an interesting range of activities outside lessons.	52	38	6	0	4

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

68. Children born between September 1st and the end of February, start full-time in the reception class in the September prior to their fifth birthday. Those with their fifth birthday between March and the end of August may attend part-time in the mornings until January, when they attend full-time. At the time of the inspection, there were five children attending full-time and seven attending part-time. The children in the reception year are taught within the classroom shared by the pupils in the Year 1. There is a wide range of attainment on entry to the reception class, but overall, attainment is above that expected for the age group.
69. The good provision reported at the time of the previous inspection has been maintained. Children achieve well. This is due to the suitable curriculum and the very good teaching. Children with special educational needs are supported very well and have full access to the curriculum. They make good progress. By the end of the reception year, the great majority of children attain the early learning goals set for pupils of this age group in personal, social and emotional development; communication, language and literacy; mathematics; knowledge and understanding of the world; creative development and physical development, and many move on to the National Curriculum programmes of study.
70. The quality of teaching is very good overall. Staff work hard and the warm, welcoming, secure and challenging environment they create makes children's first experience of school interesting, happy and positive. Good relationships and trust between children and staff allow children to explore ideas and be confident to ask for help. The teacher and the teaching assistant work together as a very effective team. The expertise and experience of the support staff and voluntary helpers is recognised and used well. They make a very significant contribution to children's learning. The teaching is characterised by thoughtful and sensitive relationships with pupils and a teaching style that is direct and well organised. Staff have high expectations of the children and the praise and encouragement they give is rewarded in the achievement of the children. The adults value the children and respond to them with delight and encouragement whilst at the same time systematically assessing and noting what each child understands and can do. They then plan to meet these needs, and when working closely with a small group or individuals, are effective in combining both work towards their planned objectives and following the interests and comments of individual children.
71. Parents and school work closely together in the Foundation stage. Parents have the opportunity to talk to staff regularly when they bring children to school or collect them at the end of the day. This enables any concerns to be dealt with as they arise; it also reassures children and encourages them to be confident about coming into school.
72. The education provided for children under five is good. Children are provided with a broad range of well planned activities which help them to acquire appropriate skills and understanding. They approach their work and play with enthusiasm and show good powers of concentration and perseverance. They are secure and at ease with adults and with one another.

Personal, social and emotional development

73. The quality of teaching and learning in this area is very good and pupils are cared for very well and make good progress. Staff are good role models for the children and are consistent in their approach. Class procedures and rules are reinforced throughout so that the children know exactly what is expected of them. The aims of the school are effectively implemented by the promotion of good, caring relationships, which encourage good responses and good behaviour and ensure children feel safe and secure.
74. Concentration is good; children are involved for quite long periods on particular tasks, they are well organised and gain independence in managing themselves. Children settle well into the routines of school life because teachers make clear what is expected. In whole class sessions, they listen attentively and their acknowledgement of class routine is good. They put up their hands and are confident to ask questions. Self-confidence and independence grow as children are given responsibilities for a variety of tasks to which they respond positively. They are becoming independent in looking after themselves, for instance, in dressing and undressing for physical education. At the end of activities, they help to tidy up and put things away. They show pleasure in their own achievement and are appreciative of the work of others. They handle equipment and books carefully and with respect. Their behaviour is very good and they have a clear understanding of right and wrong. They take turns and share resources. They are eager to learn and participate in the activities purposefully and enthusiastically.

Communication, language and literacy

75. The quality of teaching and learning is very good with many examples of challenging opportunities presented to children. The curriculum appropriately emphasises the development of speaking and listening skills as well as promoting the development of reading and writing skills carefully over time. The well-planned, clearly focused activities include formal whole class and group teaching, and informal independent learning, for example, through role-play. Use of good and varied language is promoted in all activities. All staff use questions carefully to help children express and extend their ideas.
76. The children, including those with special educational needs, make good progress. . By the end of the reception year, they achieve the early learning goals for the age group and are working within the National Curriculum. Most children listen well and talk about their experiences. They are learning new words and are developing an increasing vocabulary related to all aspects of their work. The majority of children develop good speaking and listening skills. They listen well to instructions and questions and are keen to contribute to class or group discussions. They are confident when discussing their activities with visitors.
77. Children develop a growing enjoyment of books and stories. Staff place a good emphasis on reading and they are positive and encouraging in stimulating children's interest and enjoyment. A good selection of books and a comfortable and interesting library corner provides a good focus for reading for pleasure. When listening to stories, children concentrate attentively. They enjoy books and handle them carefully and know that words and pictures carry meaning. Children recognise letters by shape and sound, and some high frequency words from simple texts.

78. Children are beginning to read and write familiar words. They develop appropriate skills of letter formation and by the end of the reception year they can write simple words using upper and lower case letters. Words and labels are clearly evident in the classroom and many children make attempts at using a few familiar words to accompany their pictures. They are developing pencil control and learning how to form letters. Early writing skills are presented with much individual help and structured guidance given by staff. By the end of the reception year, higher attainers compose and write their own sentences, but some lower attaining children have limited independence in their writing. Higher attainers make good use of their knowledge of letter sounds to read unfamiliar words. All children read simple texts with confidence and enthusiasm. Learning to communicate through talking, reading and writing is a fun activity and this has a positive effect on children's achievements.

Mathematical development

79. Teaching and learning is very good. There are a variety of interesting well-structured practical activities, which support learning well. Staff provide good support for groups to talk through ideas, ask questions and so promote good understanding. They encourage children to use and develop appropriate mathematical language. Classroom support staff make an important contribution to pupils' learning through well organised group activities such as simple dice games which involve the recognition of numbers. Group work of this nature is very important because of the wide range of ages and abilities within the class.
80. Children make good progress in mathematics, particularly number. By the end of the reception year, they achieve the early learning goals for the age group and are working within the National Curriculum. They have many opportunities to develop their numeracy skills using a variety of apparatus both in structured activities and in play situations. The children enjoy singing a variety of songs and jingles, which are number related and which consolidate their understanding of numbers and positional language. They recognise numerals and match these accurately to the correct number of objects. Higher attaining pupils can count forwards and backwards and are able to place numbers in the correct order. By the end of the reception year they calculate simple addition and subtraction sums. Counting and ordering skills are encouraged through use of a wide variety of games and activities. They use appropriate mathematical language when naming shapes such as square, rectangle and circle. They recognise, create and are beginning to record mathematical pattern using shapes and colours. They can count, recognise and write numbers to ten and beyond.

Knowledge and understanding of the world

81. Teaching of knowledge and understanding of the world is good. Activities are well resourced and planned and build on previous learning. Children are offered a wide variety of experiences indoors and out which provide them with opportunities to learn about their world. The natural curiosity of young children is enhanced as staff continually encourage them to talk about their discoveries and experiences, to ask questions and to explore made and natural materials. These activities extend the children's experiences outside school. A topic approach to planning links the activities well and gives the children a purpose and helps them make sense of their work. Staff have high expectations of work and behaviour and make sure children understand what is expected of them.

82. Children achieve well and gain good experience of the world around them. By the end of the reception year, they achieve the early learning goals for the age group and are working within the National Curriculum. They respond enthusiastically and are very keen to extend their knowledge about everything they experience. They explore changes in themselves and their family over time, and discuss and explore the environment around and beyond the school. As part of their topic on food and farming, children had opportunities to look at a range of different vegetables and discuss where they came from and how they were grown. They were encouraged to touch and smell the vegetables and to describe them from careful observation. Children then created their own model 'pea pods' from paper and card showing how they could be opened to reveal the peas inside.
83. Children talk about their family members who are older than them and are encouraged to talk about past events, and they recognise the difference between past and present. Stories are used to encourage pupils to develop concepts of time and place. They recall their experiences through a range of role-play situations. Floor play equipment is used to enable pupils to develop their language use and to make connections with their own surroundings. Children are able to use the skills of cutting, joining and building using a range of materials. Construction toys are used well to encourage children to design and make their own models and to discover how things work. Children use information and communication technology to support their learning and become confident in using the mouse to control computer programs.

Physical development

84. The teaching of physical development is good. The school has no hall and therefore opportunities for indoor physical education are limited. However, the staff make very good use of physical education lessons in the village hall to provide opportunities for drama, dance and movement lessons. Staff establish clear rules in the use of space and apparatus and children respond well. They develop good spatial awareness, as they run, hop, skip, jump and balance with increasing co-ordination and confidence. When the weather allows, they have access to an outdoor play area with a range of equipment to help their physical development. This includes climbing apparatus and wheeled toys such as tricycles and scooters. The playground and school field are also used to develop catching and throwing skills using an appropriate range of small apparatus. Staff make children aware of the need for safety when climbing, balancing and jumping from the apparatus. They set appropriate challenges and provide lots of encouragement to develop children's confidence and skills. Children are given a variety of tasks to develop their physical skills in the classroom. Staff help children to use tools and modelling materials with increasing skill.
85. Children make good progress. Most achieve the desirable early learning goals by the end of the reception year. In the classroom, the children move confidently, making sure they move around each other and furniture carefully. They handle tools such as scissors, pencils and brushes with increasing control and accuracy. They manipulate construction equipment with ease, and they manage small play equipment carefully.

Creative development

86. Children's attainment in creative development is in line with what is expected by the time they are five. All children, including those with special educational needs, make good progress. The quality of teaching and learning are good. Staff plan a range of activities to develop children's imagination. They encourage children to develop their own ideas as well as learning skills. Children use paint, mixing and applying it in a

variety of ways and creating original and colourful paintings in a variety of sizes and textures. They create collage pictures using a very good variety of textures and they confidently create three dimensional models. During the inspection, children enjoyed printing with a range of shapes, an activity that developed both creative and mathematical skills. They also made models using recycled materials. Children are involved and collaborate effectively in role-play which is actively supported and extended by staff involvement. The children enjoy singing and most join in with nursery and number rhymes within a range of class activities. Many of them are able to repeat a simple rhythm pattern and they know how to use simple untuned percussion instruments.

ENGLISH

87. Standards attained by pupils in Year 2 and Year 6 are above average. This is the same as at the time of the last inspection. The attainment of Year 2 pupils has shown a clear upward trend since 1997 and the school's results in national tests in reading and writing in 2001 were very high when compared to schools nationally, and in comparison with similar schools. Although fewer pupils achieved the higher level in reading in 2002, standards are still high. The 2001 results in the Year 6 tests were very low when compared nationally and with similar schools. These results were affected by the considerable disruption due to staff changes and the high proportion of pupils with special educational needs in that year's class. In 2002 fewer pupils achieved the expected Level 4, mainly because of the high proportion of pupils with special educational needs. However, the number achieving the higher Level 5 increased.
88. Evidence from the inspection indicates that standards in Year 2 and Year 6 are now above average. The school has worked hard to raise standards for all pupils. The curriculum has been enriched outside the literacy hour by opportunities for poetry, extended writing and drama. The quality of teaching is now very good and there are very good systems in place to monitor pupils' progress. All pupils achieve well in lessons and make good progress as they move through the school.
89. Attainment in speaking and literacy is above average at both seven and 11. Most pupils speak clearly in Standard English, showing a wide vocabulary for their age. In all lessons they listen attentively to each other. Teachers provide many opportunities to develop spoken language in all subjects. In the literacy hour they use questions well to enable pupils to develop an understanding of the text, prompting pupils to respond fully. Questions were well targeted at pupils of different attainment. In one class pupils with special educational needs were successful in their tasks because they were encouraged to talk through and clarify their ideas first. A group of pupils in Years 4 and 5 demonstrated an ability to express their views clearly and argue their case persuasively when discussing the pros and cons of foxhunting. Specific lessons for speaking and listening give further opportunities for extended speech. In one session in the Year 2/3 class pupils discussed the forthcoming visit of the United States Air Force veterans. The teacher used the opportunity well to extend pupils' vocabulary and understanding, for example the words 'ally' and 'veterans'.
90. Standards in reading are above average at both seven and 11. This is because the school is very effective in encouraging the pupils to become enthusiastic readers and in developing their skills systematically over time. Resources used in the literacy hour, such as 'Big Books', give pupils access to a wide range of quality texts which are used well to develop competence. Graded reading books give structure and support to enable pupils to make progress. Staff have developed a broad range of strategies to improve pupils' reading skills whilst listening to them read both in groups and

individually. These are well chosen to match pupils' learning needs. Many parents have attended workshops to learn how to use these strategies at home and this makes a significant contribution to the secure progress of pupils. From Reception, children learn their letter sounds and, by Year 1, pupils are already able to develop simple word families such as 'hat', 'cat' and 'fat'. In Year 2 most pupils are reading with confidence and enjoyment and they show good understanding of what they read. A higher attaining pupil read with very good expression, using punctuation well to establish meaning. Pupils of lower attainment are reading books that present them with appropriate challenge. They can discuss the plot, often using picture clues to help, and are able to see the humour in the stories. They are beginning to read unknown words through their knowledge of letter sounds.

91. Pupils continue to make good progress as they move through school; almost all pupils in Year 6 already have reading skills in line with national expectations for the end of the year. They read a variety of texts and choose books appropriate for their level of competence. They can discuss the merits of different authors and explain why they enjoy their books. For example, one girl found E Nesbitt's 'Railway Children' very descriptive, making 'pictures in my head'. Reading fluently and with good expression she could explain the phrase 'crying is catching' and show her empathy with the character Bobbie. Pupils use the well-organised library regularly to locate and use suitable books. Their reference skills are good and most pupils can skim passages of unseen text in non-fiction to find information. They are less successful when using the Internet for research, needing practice in refining their searches and choosing appropriately.
92. Standards in writing are above average across the school and reflect the impact of the school's initiatives to raise attainment in this area. Throughout the school there is a high expectation of what pupils can achieve and work is planned to give a good challenge. There is a good balance between lessons to develop basic skills such as handwriting, spelling and grammar, and those to give opportunities to write at length in a range of contexts and styles. Systems are well embedded to develop skills; many pupils are producing legible joined writing by Year 2 and, by Year 6, almost all pupils use a consistent, fluent style. This is because of regular practice, good modelling by staff and high expectations. Spelling develops well from the early use of phonetic strategies to the understanding of regular patterns in complex words. By the end of Year 2 most pupils are writing in well-structured sentences. Their use of capital letters and full stops is usually correct and they are beginning to use commas and marks for speech and exclamation, for example ' "Oh great!" said Jack in excitement'. They are beginning to write in a variety of styles and are becoming more adventurous with vocabulary. A higher attaining pupil wrote in a story ' "Oh my never" she said as she put her fingers through the dimands. What good luck for me!'.
93. Older pupils extend their range of writing styles. By the age of 11 pupils are able to write for different audiences and in a wide range of styles, such as formal letters, newspaper reports and poetry. They know how to plan, redraft and refine their own work. Their work shows the development of more complex sentence structures and the correct spelling of complex words. Higher attaining pupils are more adventurous in their vocabulary and style although this is developing in other pupils' work. Pupils have been able to use their understanding of a literacy hour text, 'The Railway Children' to influence their style. In a letter from the character Bobbie, one pupil successfully replicated Victorian middle class style of speech when she wrote, 'he is being awfully decent about the whole affair'. Another pupil powerfully recreated the tension when Peter reads of his father's imprisonment. 'It wasn't true ' I said to myself, repeating it in my head 'No, No, No'.

94. The quality of teaching and learning is very good overall. Teaching was never less than good and was very good in half the lessons seen. A scrutiny of pupils' work from last year showed a high quality of teaching. Teachers have good subject knowledge and basic skills are very well taught. Their planning shows clear objectives; tasks are planned to take into account pupils' prior attainment and to present challenge and this results in pupils making an effort to learn. All pupils, including those with learning needs, are making good progress. The good use of learning support assistants has a significant impact on these pupils' learning. Texts are appropriately chosen to interest and involve all pupils in classes where there is often a wide age range. Lessons generally proceed at a good pace, keeping pupils interested and on task. Teachers use effective questioning techniques to develop pupils' understanding. The very positive relationships established by teachers enable pupils to develop good attitudes to their learning and this results in very good behaviour in lessons. Most pupils show an eagerness to learn and they are keen to respond to teachers' questioning. Many pupils show a good degree of independence when reading and writing, for example using their knowledge of letter sounds or dictionaries to aid spelling. The teaching in the Year 2/3 and Year 6 classes was particularly successful because it incorporated all these features, enabling pupils to learn rapidly. When reading texts from 'A Midsummer's Night Dream,' pupils were being constantly challenged to think for themselves about the meaning, making sure that their responses were supported by references to the text. A higher attaining pupil was able to understand the play on words when Bottom says, 'This is to make an ass of me'. The teacher brought the text to life by her expressive reading and pupils became enthralled by the plot. Tasks were well chosen to build on learning from the text and pupils successfully wrote their own rhyming couplets. All teachers mark work regularly and there are very useful comments in pupils' books on how to improve work.
95. The National Literacy Strategy has been used effectively to plan for mixed age classes and this has a positive effect on standards being achieved. The widening of the curriculum to include poetry and drama sessions has enriched provision and stimulated pupils' interest. The contribution of other subjects to attainment in literacy is less effective, particularly in writing. Few opportunities are provided for writing at length, for example in history and geography. Computers are not used extensively for drafting and re-drafting, their use being limited mainly to the word processing of completed work.
96. The subject is very well managed by the co-ordinator who has, along with the headteacher, used the evidence of an evaluation of provision and test results to identify and then put in place initiatives to raise standards further, particularly in writing. The assessment and recording of attainment and progress is good and there are effective systems to monitor the progress of pupils as they move through the school. Pupils have recently been set termly targets for improvement in English and these are discussed by the teacher and pupil and shared with parents. This extends the good practice which is already in place for pupils with special educational needs, whose progress is closely monitored. Governors are fully involved in the monitoring of teaching and learning. Classroom observations are followed by feedback and discussions, with targets set and reviewed, in order to share good practice and raise standards. Resources are good: new ones have been bought to enrich provision and support recent initiatives, for example sound equipment for use in drama. The library is a good resource and there are good procedures in place to make sure that it is accessible to all pupils.

MATHEMATICS

97. The school's results in the end of Year 2 National Curriculum tests in 2001 were well above the national average. Similar results were obtained in 2002. Test results have been well above the national average each year since 1998. The school's results in the Year 6 National Curriculum tests in 2001 were very low in comparison with the national average. These results were affected by the considerable disruption due to staff changes and the high proportion of pupils with special educational needs in that year's class. The results in 2002 showed a clear improvement. The evidence from the inspection shows that standards of attainment by the end of Year 2 are above the national average. Standards by the end of Year 6 have continued to improve and are also above average. Overall, the good standards reported at the previous inspection have been maintained. There is no significant difference in the results of girls and boys in the Year 6 tests, although girls have performed better than boys in the Year 2 tests. The school is on track to maintain and improve standards and pupils of all abilities, including those with special educational needs, are achieving well.
98. The improvement in standards is the result of good teaching and clear planning based on the framework provided by the National Numeracy Strategy. This has brought clear improvement in the development of pupils' mental skills and their understanding of mathematical processes. The introduction of systems to monitor progress and set clear individual targets for improvement have also played an important role in improving standards.
99. By the age of seven, pupils have an appropriate mathematical vocabulary. Most have a good understanding of pattern in number and know the difference between odd and even. They are encouraged to use and develop their skills of mental arithmetic and make good progress in this area. They develop a good understanding of the value of each digit in numbers with three digits. Higher attaining pupils use their knowledge successfully to calculate simple problems involving addition, subtraction, multiplication or division. Lower attaining pupils at this stage add two digit numbers with the aid of apparatus or by counting objects. Pupils develop skills of simple data handling and can construct and interpret graphs. They learn to tell the time. They can use money effectively and can work out simple problems mentally. Pupils have a secure understanding of common shapes and use non-standard units to measure length and mass. Higher attainers measure length and mass using standard measures such as grams and centimetres.
100. From Year 3 onwards, pupils continue to develop good mental strategies and to examine a variety of ways of arriving at solutions to problems. By the age of 11, pupils of all abilities have a good understanding of the value of each digit in numbers up to a thousand. They add, subtract, multiply and divide competently, have a sound grasp of spatial concepts and can use a variety of methods to collate and represent data they have collected. The higher attaining pupils have a good understanding of percentages and probability, can use fractions and decimals accurately and are competent in long multiplication and division. Pupils accurately measure areas and perimeters of regular and irregular shapes. They draw angles accurately, and recognise and name properties of three-dimensional shapes. Pupils are becoming confident when handling data. They can interpret graphs and charts to find particular information. The majority have a good knowledge of number facts and multiplication tables. The lower attaining pupils can apply the four rules of number effectively and use a wide range of units of measure competently. Higher attaining pupils in Year 6 quickly and accurately round numbers up or down and calculate to two or three decimal places.

101. Standards of numeracy across the school are good and pupils have a good understanding of the number system. Their skills in mental arithmetic are very good. Pupils make effective use made of mathematical skills in other areas of the curriculum such as science to measure accurately and record results. There is limited evidence of the use of information and communication technology to support work in mathematics.
102. Pupils with special educational needs continue to make the good progress in mathematics described at the time of the previous inspection. They work at the appropriate levels of the numeracy strategy and make good progress in relation to their previous attainment. Classroom support staff are used very effectively and make a very positive contribution to pupils' learning.
103. Pupils approach mathematics with confidence and enthusiasm. They co-operate well with their teachers, sustain concentration well and take pride in their work, which is well presented. When required, they collaborate well with other pupils, sharing ideas and equipment sensibly. These positive attitudes to learning have a beneficial effect on their attainment and progress.
104. The quality of teaching is very good in Years 1 and 2 and good overall in Years 3 to 6. Much of the teaching is very good. Features of the very good teaching are the high expectations of behaviour and attitude to work, the very good management of pupils and the variety and effectiveness of teaching methods. In a Year 1 lesson on money, the teacher ensured that work was well matched to the range of ability in the class, providing activities that were challenging but enjoyable and thus helping pupils to make good progress. Very effective use of praise and encouragement ensured that pupils were fully involved and keen to learn. Teaching is imaginative and includes challenging activities which build well on what pupils already know. In a Year 2 lesson on measurement, the teacher made very good use of a story to capture pupils' interest. Good practical activities enabled her to demonstrate the need for the use of standard units of measure. Mental skills are developed well. In a Year 6 lesson, for example, the teacher had high expectations of her class and they responded accordingly. A very effective mental session on multiplication involved the whole group and the teacher ensured that pupils with special educational needs had good support which enabled them to take a full part in the activity, whilst higher attaining pupils were provided with additional challenges. This well-paced opening provided an ideal introduction for work on methods of multiplication which involved setting down calculations. Teachers throughout the school make good use of the framework provided by the National Numeracy Strategy and this is having a significant effect on the standards pupils are achieving. Lessons usually begin with a lively session of oral work that effectively develops pupils' mental recall skills and promotes their use of different strategies to answer questions. Group or individual tasks are then completed and lessons usually have a lively pace to which pupils respond well. Lessons end with a session which is used to review and reinforce learning.
105. Classroom management skills are good and this enables teachers to use a range of teaching styles including whole class, group and individual tuition. A range of well planned activities is used to provide a broad and balanced mathematical curriculum which motivates pupils' interest. Teachers make good use of questioning to assess and develop pupils' understanding and provide support as necessary. Pupils receive good feedback on their work through verbal comments and written marking. There are regular assessments of pupils' attainment and progress. These are used by teachers to ensure that work is well matched to pupils' needs and abilities.

106. The school analyses the results of National Curriculum tests and uses these to set targets for improvement. Realistic but challenging targets have been agreed for the 2003 National Curriculum tests, evidence from the inspection indicates that these are likely to be achieved. Individual targets are shared with pupils and parents, and pupils are given great encouragement to improve their work.
107. Mathematics has been a priority area in the school development plan and the school has effective strategies to develop numeracy. Homework is used to effectively to support learning in mathematics.
108. The co-ordinator manages this curriculum area very well. There is a good range of resources to support learning and these are used well. The National Numeracy Strategy is used as an effective framework for planning and is having a beneficial effect on standards, especially in mental work and the development of mathematical language. The subject fully meets the requirements of the National Curriculum. Pupils' work and assessment results are monitored regularly to ensure that standards of attainment are maintained or improved. There are effective systems in place to monitor the quality of planning, teaching and learning. The co-ordinator provides support and advice as necessary. There is an effective system of target setting for individuals and groups, placing the school in a strong position to raise standards further.

SCIENCE

109. National test results for 11 year olds in 2001 show that standards were well below the national average and also well below standards in similar schools. Levels of attainment in the 2002 tests were similar. Since the last inspection the school's results have not risen in line with national trends. The results were affected by several factors; there were significant number of pupils with special educational needs in each group who came to the school after the age of seven, and science teaching for older pupils has been affected in the past two years by staffing problems which have now been resolved. The small number of pupils in each year group makes comparison difficult. However, present inspection evidence shows that standards for pupils in the present Year 6 have risen significantly this year and are broadly in line with standards expected for most schools, although lower than at the time of the last inspection. The 2001 teacher assessment of the attainment of seven year olds shows that the number of pupils reaching and exceeding the national expected level was well above that of most schools across the country. Inspection findings confirm these high standards. There are no significant differences in attainment between boys and girls.
110. Most pupils in Year 2 are developing a secure fund of knowledge about the world around them and how it functions. They know the names of common materials and can explain, for example, that table legs are made of metal for strength and that windows are made of glass to let light through. Pupils are developing their scientific skills well because their knowledge and understanding is acquired mainly through investigation. In an excellent, well-structured lesson pupils were fully involved in making and testing shopping bags. Almost all pupils were able to predict sensibly which might be the strongest material, based on their everyday experience. For example one boy suggested that thick brown paper was used to carry potatoes as it needed to be strong. Others used their supermarket experiences to predict that plastic would be strongest, although one boy pointed out that 'if you put toys in them, they will make holes in the plastic bag but not in the thick brown paper'. When testing the bags by putting potatoes in them, most pupils realised that they had to be put in very gently and in the same order to make the test fair.

111. Despite their earlier experiences the science skills of Year 6 pupils are below expected levels. They can make predictions based on their everyday experiences and show a basic understanding of how to structure a fair test. However, last year much of their learning was knowledge based with few opportunities to investigate, particularly for allowing them to plan, carry out and record for themselves. Many Year 6 pupils can both talk confidently about different areas of science they have studied and in discussion show satisfactory, and sometimes good, understanding. They have acquired a good scientific vocabulary which the majority use accurately in appropriate contexts, for example when explaining about conductors and insulators. They are much more secure in their knowledge of plants, animals and human life than in the physical sciences, particularly forces and their effect.
112. Teaching is good overall. The high quality of teaching and secure subject knowledge displayed by most teachers are strong contributory factors to the high attainment of pupils by the age of seven. In lessons which were good or better, detailed planning provided challenging work that met the needs of pupils with differing levels of attainment. Year 1 pupils made good progress in developing their observational skills by being encouraged to look closely at a selection of fruit and vegetables, discussing and recording carefully what they saw. Achievement was high in an excellent lesson in a Year 2/3 class when pupils were constantly challenged to think for themselves. Effective questioning enabled pupils to be involved in the planning and carrying out of a fair test to find out which material made the strongest shopping bag. Pupils were able to work independently in groups because of the very good organisation and resources. A pupil with special educational needs was able to interpret the table of results to identify the strongest material because of the very skilful questioning by the teacher. In both lessons the support by a knowledgeable governor, trained as a teaching assistant, made a strong contribution to pupils' learning. In these lessons the learning matched the high standards of teaching. Where teaching was less effective, though sound, learning for older pupils was satisfactory. Although the content of the lesson was appropriate the lesson was not structured to enable pupils to develop their own investigative skills and to build on their earlier achievements. An investigation to develop an understanding of reversible and irreversible changes was too tightly structured; pupils were not involved in planning or in choosing appropriate resources. On some occasions pupils were given too much support and were unable to develop their measuring skills. There were insufficient resources to ensure that pupils could always be fully involved. As in all classes, the positive relationships between pupils and staff ensured that pupils were interested and involved throughout, willing to listen and to contribute. They co-operate well when working in pairs or groups. As a result they made gains in their understanding of chemical and physical change.
113. Literacy skills are reinforced well in science. All pupils record their own work and this is well matched to their writing development. All teachers use correct scientific vocabulary and this is evident in pupils' written work. Numeracy skills are satisfactorily reinforced. Pupils in Years 2/3, some with support, are able to measure accurately using non-standard and standard measures, record their results in simple tables and interpret them. They have collected information about materials around the school and presented it in a bar chart, using their ICT skills. There is less evidence of the use by older pupils of more detailed graphical representation, for example, line graphs. There are too few opportunities to enable older pupils to improve their computer skills whilst extending their learning in science. Monitoring equipment such as temperature sensors have not been used.

114. Leadership and management of the subject are satisfactory. Over recent years science has had a low profile because of other priorities. However there have been recent initiatives which should help to raise further the standards of the older pupils. Planning is now thorough; the coordinator has prepared a detailed scheme of work, based on national guidelines, which maps out progression in knowledge and skills and caters well for mixed age classes. It was put in place this term. Teachers' planning is monitored regularly to see how well the scheme is being covered. There have been some classroom observations to evaluate the quality of teaching by the governor responsible for science and by the co-ordinator and there is useful feedback and discussion with staff. Assessment has been identified by the school as an area for development, particularly the moderation of pupils' work to agree on attainment levels. This was borne out by the differences in the number of Year 2 pupils judged to be working at higher levels in 2001 and 2002. The coordinator has also correctly identified the need for training in the assessment of science skills as a whole school priority and this will take place next term. Tests are used to make end of year assessments for older pupils and these are used to set targets. Resources are insufficient for some topics, particularly for investigational work. Space in classrooms is restricted and they need to be well organised to enable investigative work to take place successfully.

ART AND DESIGN

115. At the time of the previous inspection, attainment in art was reported to be in line with the expectations for the age group. This has been maintained. Throughout the school, pupils, including those with special educational needs, make satisfactory progress and by the end of Year 2 and Year 6, standards are in line with those expected nationally.
116. Teachers' planning indicates the use of a range of media including drawing materials, paint, printing, modelling and collage work is provided during the year. Pupils also have opportunities to study the work of other artists and apply this to their own work. Pupils develop an understanding of colour mixing, and the selection of appropriate materials. They express themselves through drawing and painting and modelling and use simple techniques with developing control. Pupils in Years 4, 5 and 6 produce careful observational drawings using pencil and are introduced to shade and tone. There is little evidence that information and communication technology is used to support work in art and design.
117. The quality of teaching observed was good. It has a positive impact on pupils' attainment and progress. The teaching is characterised by good organisation, well-prepared resources, secure management of pupils and a shared understanding of what it is the pupils will achieve by the end of the lesson. Work is both challenging and enjoyable, and pupils are encouraged to think about the quality of their work and how they can improve it. Lessons are well planned and prepared with good introductions and clear instructions. Teachers often link art and design work with other subjects. In a Year 1 lesson on printing for example, pupils used fruit and vegetables to print repeat patterns which linked to work in mathematics. The lesson also reinforced work they had done in science looking at fruits and seeds. Pupils have positive attitudes; they listen carefully and demonstrate enjoyment and independence in carrying out art activities and approach their work with confidence.
118. Pupils enjoy their art and design lessons and soon become engrossed in what they are doing. They are confident to offer opinions. When it is time to clear up, pupils of all ages do this sensibly and efficiently.

119. Management of the subject is satisfactory. The school makes good use of the national guidance which helps to ensure progress and development of skills. The school has adequate consumable resources for art and design and is developing a collection of reference materials concerning artists and their work. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

120. No design and technology lessons were observed. The inspection took place at the very beginning of a new school year and there was very limited evidence of previous work. Consequently it was not possible to collect sufficient evidence to enable secure judgements to be made about standards of attainment, progress or the quality of teaching.
121. Teachers' planning is now based on the national guidance and covers all aspects of the National Curriculum programme of study. This has only recently been adopted. In the past there has been too little opportunity to use a good range of materials, modify these or develop more sophisticated measuring, cutting and joining skills. The co-ordinator feels that the new scheme and its in-built assessment procedures will support the school well.

GEOGRAPHY

122. During the inspection only two geography lessons were observed. Other evidence was obtained from a scrutiny of teachers' planning and discussions with pupils. From the limited evidence made available, standards are in line with the national expectations by the end of Year 2 and Year 6. This is a similar position to that found at the time of the last inspection. However, the geography curriculum has clearly improved since then. Pupils throughout the school, including those with special educational needs, are making satisfactory progress in this subject.
123. In Years 1 and 2, pupils are introduced to a range of geographical skills including the drawing and use of plans and maps; simple route finding and recording weather observations. They build up a geographical vocabulary and develop their knowledge and understanding of their own locality and contrasting environments around the world. They recognise seasonal weather patterns. By the end of Year 2, pupils are able to draw simple maps and can identify key features. They are also becoming aware of places beyond their own locality and the similarities and differences between their own area and others. They recognise that people earn their living in different ways in different places and that they may use different forms of transport. They understand that shops and houses vary, reflecting the different needs of people in a specific locality.
124. Pupils in Years 3 to 6 develop simple mapwork skills. They know the major compass points and can use grid references to locate position. By Year 6, pupils have a secure understanding of the water cycle and are able to describe where the water in their homes comes from and the major uses of water. From Year 3 onwards, teachers provide opportunities for pupils to study the geographical features of places close to them and further afield.
125. The quality of teaching in the lesson observed in Year 1 was good. The teacher made effective use of questioning to enable pupils to identify the main features on a plan of a farm and then to draw their own plans. When planning units of work, teachers include enjoyable opportunities for practical work using maps, photographs and first hand

visits. As a result, pupils enjoy lessons and are developing positive attitudes to the subject. Teaching in the subject makes a positive contribution to the development of literacy skills through the development of speaking and listening skills and through the use of correct geographical vocabulary. Teaching in a Year 4,5 and 6 lesson on water and its uses was satisfactory. Here again good questioning encouraged pupils to contribute their ideas to a class discussion, helping them to consolidate and develop their understanding.

126. Since the last inspection, work in geography is guided by a scheme of work based on the national guidance for the subject. This has been produced recently and so has not had time to fully affect pupils' progress and attainment. There is however, a clearly planned scheme that covers all aspects of the National Curriculum. The school has not developed a system for assessing and recording pupils' progress. Resources are satisfactory. The school is developing a range of reference material and equipment such as globes and maps. This is supplemented with materials from the school library service. Use is made of visits within the locality to increase pupils' knowledge and understanding.

HISTORY

127. No history lessons were observed during the inspection. However, some evidence was collected from scrutiny of a small section of pupils' work, teachers' planning, and discussions with pupils and teachers. There was insufficient evidence available to enable secure judgements to be made about standards of attainment, progress or the quality of teaching.
128. Discussion with pupils in Year 6 indicated that by the time they leave school pupils have an understanding of some major historical events and of chronology. They know that history is divided into periods of time, such as Tudor, Victorian and Ancient Greek. Pupils have sound general knowledge of these times and compare and contrast lives lived in the past with those of today.
129. Management of the subject is satisfactory. The school has recently adopted the national guidance and is using this as a framework for planning. There is a clearly planned scheme that covers all aspects of the National Curriculum, although there is no system in place for recording pupils' attainment and progress. Resources for the teaching of history are satisfactory. They are supplemented through loans from the LEA library service for schools. The co-ordinator has not yet had the opportunity to monitor standards of attainment but there are clear plans for such monitoring to be implemented this year.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Despite improvements in the provision for information and communication technology (ICT) over recent years it is unsatisfactory. There are insufficient computers in the ICT suite to enable whole class teaching to be carried out successfully and staff have not yet been trained to implement all the components of the ICT curriculum. As a result, standards for pupils in Year 6 are below those normally expected for pupils of their age. Standards in word processing and data handling for pupils in Year 2 are in line with expectations and, by the end of the year, pupils will have had experiences of the full curriculum for younger pupils.

131. Year 1 pupils show good mouse control when using a program to draw portraits of themselves. They write their name confidently and can print out their pictures. By Year 2, pupils are processing pieces of work, changing fonts, font size and colour. Keyboard skills are developing and pupils are beginning to recognise and appreciate the function of the most frequently used keys and icons. However progress is slower than expected as pupils move through school. By Year 6 most pupils can word process competently. They have used a spreadsheet to plan and cost a party and computers are used in mathematics for data handling and creating graphs. The Internet and CD ROMs have been used regularly to carry out research; pupils use search engines to gain access to information but still need practice to refine their searches. They have used email to write to people in other countries.
132. The use of ICT across the curriculum is satisfactory. Opportunities to use ICT in other subjects are now identified in planning, but the library, where the networked computers are installed, is in use daily for lessons, and this precludes regular, informal access by other classes. Regular, whole class use for basic skills teaching is hampered by the lack of opportunity for pupils to work together on skills development and practice because of the small numbers of computers.
133. Only two lessons were seen and in both the teaching was satisfactory. The poor resources and facilities, when compared to most primary schools, hamper teaching and this leads to pupils making slower than expected progress. In both lessons teachers had to give demonstrations and guidance by, in one case using a small computer screen to model tasks and, in another, by pupils using representative cardboard keyboards to identify keys. In both cases this slowed down the rate of learning when compared to lessons in which the teachers can demonstrate on large interactive whiteboards which enable them to communicate with the whole class simultaneously. In a Year 2/3 class, after the initial teaching input, a third of the pupils practised how to change fonts, font size and colour, but their rate of progress was slow because the teacher had little time to give support whilst working with the rest of the class on a different task. In both lessons higher attaining pupils were given insufficient challenge to extend their skills.
134. Leadership and management of the subject are satisfactory. Internet safety has been recognised and Internet access is monitored strictly. National guidelines have been used to plan a scheme of work which should effectively ensure that the pupils in school, who are always in mixed age classes, will experience their full ICT entitlement. This is an improvement on the last inspection. However, this is the first year of a two-year cycle of work and present Year 6 pupils will not learn how to construct multimedia presentations or use control technology at the appropriate level. Formal assessment systems are not yet in place to record pupils' skills, although staff do keep informal records, and assessments are made at the end of the year based on National Curriculum levels. The school has rightly identified this as an area for development so that skills can be taught systematically. Staff training has taken place but most are not yet confident in teaching all aspects of ICT. An evaluation by the school of national training has highlighted an imbalance between the amount of practical experiences and instruction. Staff have identified further training needs. Resources are insufficient to allow whole class teaching and subsequent practice to be carried out successfully. Although classes have two computers each they are not compatible with the four networked computers and pupils have to learn two different layouts. In order to raise standards for all pupils the school needs to be able to improve resources to enable effective whole-class teaching to take place. This has already been identified and money is currently being raised so that part of the school house can be used as an ICT suite.

MUSIC

135. It was only possible to see one music lesson during the inspection because of the arrangement of the timetable. It was therefore not possible to make judgements about standards of attainment.
136. The quality of singing has improved since the previous inspection. Evidence of this was available from school assemblies when pupils sang well and also from video evidence of school performances. Provision for music has improved since the previous inspection. Singing in assemblies is now accompanied by the guitar. The school has also established a choir. The school now has a specialist musician on the staff and he teaches music in Years 2 to 6. Teachers' planning indicates that they provide a suitable range of activities for their classes. In Years 1 and 2, they develop the singing of popular songs and the skills of performance and composition on tuned and untuned instruments. In Years 3 to 6 they develop choral work and singing in harmony. Pupils begin to use some formal notation in composition and are given opportunities to listen to and appraise music and composers from around the world.
137. Teaching in the Year 1 lesson observed was very good. The lesson was well structured and provided opportunities for pupils to follow simple rhythms by clapping and by using percussion instruments. Pupils also identified and created high and low sounds. The teacher had high expectations and the lesson provided lots of challenge, to which pupils responded well.
138. On the basis of the singing sessions observed and video evidence of recent performances, pupils are developing good attitudes to music and to singing in particular.

PHYSICAL EDUCATION

139. During the inspection, lessons observed included gymnastics and movement. Brief observations were also made of games and swimming. Other evidence was gathered from discussions with teachers and a scrutiny of teachers' planning. Standards of attainment are in line with those expected by Year 2 and Year 6. They are similar to those found at the time of the previous inspection.
140. The school plans a balanced programme of physical education (PE) which meets the requirements of the National Curriculum. Pupils learn to play games, participate in gymnastic activities and respond to music through dance. Pupils throughout the school have swimming lessons at a local pool. By the time they leave school, most can swim at least 25 metres.
141. Pupils throughout the school develop control, co-ordination and balance and have an awareness of space and the need to use it well as part of their physical activities. They develop skills in the use of small apparatus, including a variety of ways of sending, receiving and travelling with a ball. They develop an understanding of, and play a variety of, team games. Pupils develop skills in athletics and have a clear understanding of the benefits of vigorous exercise and the effects of exercise on the body.

142. Pupils' attitudes to the subject are good. They dress appropriately for physical activity and behaviour is good. They work hard to improve skills, are well motivated and enjoy themselves. They listen carefully and concentrate on the activities of the lesson. The opportunities provided for teamwork and a sense of fair play support the development of pupils' social skills.
143. The quality of teaching is good. Teachers set appropriate challenges, provide clear instructions and explanations and encourage pupils to develop skills. Questioning is used effectively and use is made of pupils as exemplars of good practice. All lessons begin and end in an orderly manner and contain appropriate warm-up activities. Relationships and class management are very good and the classroom support staff are used to very good effect and make a valuable contribution to the progress pupils make. This results in safe, controlled lessons where pupils listen carefully and follow their teachers' instructions. Teaching is enthusiastic and this is reflected in pupils' response. They clearly enjoy lessons. They are very co-operative when working in groups and are reliable and sensible when putting out or storing equipment.
144. A good range of extra-curricular, physical and sporting activities is planned throughout the year and supports the physical education curriculum. There are opportunities for pupils of all age groups to develop simple games skills. The school takes part in competition with other schools.
145. Accommodation for indoor physical education is very limited. There is no hall and the school has to use the village hall and facilities at another primary school. Outdoor facilities are good. They include a playing field and a playground. There is also a good range of large outdoor apparatus set on a safety surface. There is a suitable selection of small apparatus and equipment.
146. There is a clear and effective overall plan of work which identifies the development of skills and provides for an appropriate range of activities. The co-ordinator is newly appointed and has not yet had the opportunity to monitor the standards, or the quality of teaching and learning. However, there is a clear programme of monitoring planned for the coming year. The subject makes a positive contribution to the pupils' spiritual, moral, social and cultural development.

RELIGIOUS EDUCATION

147. Standards for pupils in Year 2 meet the expectations of the local guidelines. For pupils in Year 6 they are below expectations. This shows a significant change since the last inspection when standards were judged to be above expected levels for all pupils. The school uses a combination of the Norfolk agreed syllabus and the diocese of Ely scheme as the basis for outline planning. However, this is not underpinned by sufficient guidelines for staff when planning lessons and staff who are less confident with religious education (RE) have struggled to teach it effectively. In recent years, staffing problems have resulted in RE being taught to Years 5 and 6 by a number of temporary staff and the scheme has not been fully covered. These problems have now been resolved.
148. By the end of Year 2 pupils have learned about major Christian Festivals and the life of Jesus. They have begun to learn about other world religions. Present Year 2 pupils have good factual recall of Hindu gods and know how Hindus worship. They are beginning to learn to respect the beliefs of others. By the end of Year 6, pupils' knowledge of Christianity has developed satisfactorily. They are aware of the significance of Christian festivals and understand the use of symbols such as the

cross. They know about the Old and New Testaments of the Bible but are unsure of the links between Christianity and other faiths. Pupils have some understanding of the influence religion has on the way people choose to lead their lives and are aware of the Ten Commandments. However their recall of any major world faiths other than Christianity is very weak.

149. Two lessons were seen. Teaching was very good in the Year 2/3 class where the pupils were learning about Hindu worship. The lesson was well planned and prepared with very good resources. Together with the teacher's very strong subject knowledge this enabled pupils to develop a good understanding of how Hindus prepared for worship. Pupils examined a range of artefacts, for example a bell and joss sticks and, by effective questioning, were able to think for themselves why they were important. The lesson made an important contribution to the pupils' spiritual and moral development by encouraging them to show respect for the artefacts as a way of being respectful towards Hindus and their religion; this they did by carefully preparing a Puja tray for display. A lesson for older pupils was satisfactory. It was less successful because the aims of the lesson were not specific and it lacked clear planning to give structure. Opportunities to extend pupils' understanding were missed: for example Bibles were used for pupils to find out about the beginnings of Judaism without clarifying why a Christian holy book was being used. Very few pupils knew the connection. In both lessons the attitude of the pupils to their lessons made a significant contribution to their learning. They listened well, were interested in what they were told and were very willing to ask or to answer questions.
150. The co-ordination of the subject is satisfactory. RE has had a low priority in recent years. Although the curriculum, on paper, is in line with the requirements of the diocese of Ely guidelines, there is insufficient planning to support teachers and this is lowering standards for older pupils. Assessment procedures are not yet in place to find out what pupils know and understand or to enable teachers to build on earlier experiences. Resources are generally good; there are collections of artefacts to enhance the teaching of the major religions. The co-ordinator is keen to improve provision as soon as the new Norfolk syllabus is published.