

## INSPECTION REPORT

### **WALPOLE CROSS KEYS PRIMARY SCHOOL**

Walpole Cross Keys, King's Lynn

LEA area: Norfolk

Unique reference number: 120886

Headteacher: Mrs P Elton

Reporting inspector: Mrs Helen Ranger  
22223

Dates of inspection: 6 – 8 May 2003

Inspection number: 248192

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:	Sutton Road Walpole Cross Keys King's Lynn Norfolk
Postcode:	PE34 4HD
Telephone number:	01553 828680
Fax number:	01553 828216
Appropriate authority:	The governing body
Name of chair of governors:	Mr D Hackett
Date of previous inspection:	June 2001

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Helen Ranger 22223	Registered inspector	The Foundation Stage curriculum Mathematics Art and design Design and technology History Music Educational inclusion Special educational needs	How high are standards? a) 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?
Geoffrey Humphrey 9163	Lay inspector		How high are standards? b) 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?
John Sangster 20010	Team inspector	English Science Geography Information and communication technology Religious education Physical 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**

This is a small community school in the village of Walpole Cross Keys. It has two classes, each covering a wide age range of pupils. There are 44 pupils on roll. The numbers admitted each year have varied widely over the past few years. The school has grown recently. Several year groups are full and numbers continue to rise. Children are admitted to the reception class at the start of the school year in which they are five. Their attainment on entry is average. The number of pupils joining the school at times other than the main admission points has been quite high as the school has grown. Most pupils live locally, although several travel some distance because of parental preference. The school serves a mainly rural area of Norfolk and Lincolnshire. All pupils are from white British families. The proportion of pupils identified with special educational needs is above average (32 per cent at present). Since 2001, the teaching staff has changed entirely and there is an established team of teachers for the first time in several years.

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

This improving school provides its pupils with a sound education in an inclusive atmosphere. The oldest pupils reach average standards in most subjects. Teaching is satisfactory overall, and is good for the youngest children. The headteacher provides good leadership; working with the rest of the staff and the governors, she manages the school soundly. The school provides satisfactory value for money.

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

- Pupils have positive attitudes to learning, behave well and form good relationships as a result of effective provision for their personal development.
- The children in the reception year are given a good start to their education.
- The headteacher has an appropriate vision for how the school can develop and is working well with the new staff to achieve this.
- There is good support for pupils with special educational needs.
- The school is welcoming and caring, valuing pupils as individuals and catering for their diversity.
- The school encourages parents to work in partnership with it, and provides good information for them.

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

- The standards achieved in English, mathematics and science by a few of the pupils in Year 2.
- The standards achieved in art and music in Years 5 and 6.
- How the curriculum is planned in some subjects to cater for the full range of pupils in each class and to make the best use of the available teaching time.

*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 June 2001 by an HMI (Her Majesty's Inspector of Schools). It was judged no longer to require the special measures that had previously been taken to improve the quality of education. It continues to improve sufficiently. Aspects of the school that were defined as strengths in the 2001 report have been maintained, such as pupils' attitudes and behaviour and the good provision for their personal development.

There has been satisfactory improvement in the key areas identified for further development in 2001. The quality of teaching has been maintained, and enhanced with the arrival of the new staff team. Lesson planning has begun to reflect more closely both changing national priorities and the particular needs of this school, although this is an area that rightly continues to be reviewed. There is a clear commitment to monitoring the school's performance. This has been achieved partly by the analysis of pupils' results and work, although it has proved difficult until very recently for the teachers to observe teaching and learning at first hand. The school's written improvement plans have been revised satisfactorily to reflect current priorities.

### **STANDARDS**

This is a small school and the numbers in each year group are low. As such, it is not relevant to compare the results of the National Curriculum tests in Year 2 and Year 6 with national results. The school's results vary widely from year to year and are often affected by the number of pupils who have special educational needs, which may limit their attainment in tests. The school sets appropriately challenging targets for its oldest pupils' attainment that are based on individual assessments of their capabilities. Last year, targets

were exceeded in English and mathematics. The school's results for pupils in Year 6 in the past five years have improved at a greater rate than the national average.

Inspection evidence shows that pupils in all age groups make at least satisfactory progress. The youngest children and the pupils with special educational needs make good progress. The children in the reception class settle well into school. They are on course at least to reach the nationally recommended early learning goals<sup>1</sup> in all areas of learning and to exceed the goals in their personal, social and emotional development. Overall, pupils in Year 2 are currently attaining below average standards in English, mathematics and science. While their progress is sound over time, the group contains a number of pupils with special learning needs and pupils new to the school. The school is rightly ambitious for them to reach at least average standards. In all the other subjects, pupils of this age reach the levels expected nationally. Pupils in Year 6 attain average standards in English, mathematics and science. There was insufficient evidence during the inspection to judge their attainment in geography or design and technology. They reach expected levels in history, information and communication technology, physical education and religious education. However, standards are below average for this age group in art and music. Their current progress in these subjects is satisfactory, but their overall attainment suffers from a lack of attention to these aspects of the curriculum in the past.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and show positive attitudes towards their work. They are polite, friendly and welcoming to visitors.
Behaviour, in and out of classrooms	Good. Pupils behave well in the classrooms, at play and around the school. Lunchtimes are pleasant social occasions.
Personal development and relationships	Relationships between pupils, and between pupils and adults, are good. Pupils demonstrate appropriate maturity, care for each other and have good social skills and moral values.
Attendance	Attendance is very good. Pupils are punctual and lessons start on time.

### TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	good	satisfactory	satisfactory

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

Teaching and learning are good for the reception age group and are sound, with good features, for pupils in Years 1 to 6. The teaching for the youngest children effectively introduces them to the routines of the school and to interesting and varied activities that engage them in learning from the outset. Teaching in English in Years 1 to 6 is satisfactory and is good in mathematics. Lessons in these subjects promote at least sound learning in the key skills of literacy and numeracy. Teachers cater for the full range of ages and attainments in each class, including for pupils with special learning or behavioural needs. They use assessment well to check progress and to plan subsequent lessons. Occasionally some lessons are too long and pupils lose interest, especially in English. This also takes time that could profitably be used in other subjects. The summary session at the end of lessons is rushed at times and is not used effectively to review or reinforce learning. Good use is made in the school of support staff and visiting teachers to share their expertise with pupils or to give them additional adult attention. Pupils' behaviour is managed well and good relationships prevail between adults and pupils.

<sup>1</sup> The early learning goals are the levels in all the areas of learning that children are expected to reach by the end of the reception class. The areas of learning are the Government guidelines for the curriculum for children in nursery and reception classes.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory for all age groups. More attention is needed, and is planned, to how art and music are taught to the older pupils.
Provision for pupils with special educational needs	Good. Teachers and support staff identify pupils' individual needs well and cater for them in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school's provision for pupils' spiritual, moral and social development is strong and is promoting good attitudes and behaviour. Provision for cultural development is satisfactory.
How well the school cares for its pupils	Pupils are cared for well. Staff know the pupils well and care for their needs in a supportive and sensitive way. Academic progress and personal development are monitored well and the information used effectively to guide future learning.

The school's partnership with parents is good and improving. Most parents work closely with the school to the benefit of their children. The curriculum meets legal requirements, but there is no separate outdoor play area for activities for the children in the reception class. While pupils' cultural development is satisfactory, the recent improvements to the art and music curriculum are yet to have an impact on standards. There are limited opportunities for pupils to learn about the diversity of modern British society.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher shows good leadership. Working closely with the rest of the staff, she manages the school soundly. Staff have limited opportunities to monitor standards and teaching across the school because of their considerable class-teaching commitments.
How well the governors fulfil their responsibilities	Satisfactory. Several governors are active, well-informed and experienced in the school. Other governors are new to their posts and are learning how the school works.
The school's evaluation of its performance	The school increasingly analyses how well its pupils are doing and acts to raise standards. The written improvement plans reflect current priorities satisfactorily.
The strategic use of resources	Resources are directed adequately to priorities. The principles of 'best value' are considered soundly in planning and spending decisions. The school management questions itself critically and consults widely on its development.

Staffing levels are satisfactory, but teachers have a heavy workload. Levels of learning resources are sufficient in most areas, but there is no outdoor play area for the children in the reception year. The classroom for Years 3 to 6 is small and has no water supply. The staffroom and office accommodation are inadequate.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children enjoy school</li> <li>• Their children make good progress.</li> <li>• The staff are approachable.</li> <li>• The school helps their children to become mature and responsible.</li> <li>• The standard of teaching is good.</li> <li>• The school expects their children to work hard and achieve their best.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• Information about their children's progress.</li> <li>• The working partnership with parents.</li> <li>• Standards of behaviour in school.</li> <li>• The use of homework to support learning.</li> <li>• The leadership and management of the school.</li> </ul>

The parents of 20 pupils (45 per cent) responded to the pre-inspection questionnaire and 10 parents attended the meeting with inspectors. Inspectors agree with the positive views expressed by parents. They consider that many of the concerns expressed by parents emanate from historic circumstances, such as the staffing turbulence, and do not reflect the current situation in the school. Inspectors judge behaviour and the quality of the headteacher's leadership to be good. The use of homework to support learning and the range of activities outside lessons are satisfactory. Inspectors consider that the school works hard to develop a close partnership with parents and provides good information about their children's progress.

## **PART B: COMMENTARY**

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

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

1. Children enter the school with levels of attainment that vary considerably from year to year and between individuals, but which are average overall. Most children are admitted at the beginning of the academic year of their fifth birthday. Intake groups are often very small and the variations in attainment can make very significant differences in the proportions of pupils who attain the levels expected nationally in the tests for seven and eleven year olds. As the school has recently started to expand it has taken in several pupils at times other than the usual admission points. Some of these pupils have special educational needs or have experienced some turbulence in their education. This increasing level of mobility into the school is having an effect on the proportion of pupils who reach the expected levels of the National Curriculum and on how successfully the school is able to meet the targets it sets for pupils' attainment.
2. The children in the Foundation Stage achieve well as a result of good teaching. They are on course at least to meet the levels expected by the early learning goals in all areas of learning by the end of the school year. Most are already exceeding these goals in their personal, social and emotional development. They have settled very well into the school, have positive attitudes to learning and are mature in their behaviour.
3. Because the school has small intakes of pupils each year, it is not valid to compare their results in the tests at the end of Year 2 and Year 6 with the results of schools nationally. The school sets itself sufficiently challenging targets for pupils' performance each year that are based securely on assessments of individuals. The published targets for the Year 6 group last year were exceeded in both English and mathematics. The school's results for pupils in Year 6 in the past five years have improved at a greater rate than the national average.
4. The inspection finds that pupils in Years 1 to 6 make at least sound progress in lessons and over time, in relation to their attainment on admission. The considerable percentage who have special educational needs make good progress in relation to their individual learning targets, which are used well by the staff when they plan work for the pupils. There are no significant variations in the progress made by boys compared with girls. Pupils' rates of progress are similar to those identified by the previous inspection. The attainment of the current group of pupils in Year 2 is below average in the 'core subjects' of English, mathematics and science. This is mainly because of higher than usual levels of special educational needs in the group and because of pupils joining the school who have had some disruptions to their education. Records of these pupils' achievements show that they are at least satisfactory and indications from their work are that they often make good progress with their current teacher. The school is determined that, as far as possible, these pupils will be enabled to reach at least average standards and this is commendable. In these three core subjects, the pupils in Year 6 attain average standards. Their progress has been at least satisfactory over time. In English in all age groups, pupils' attainment in speaking and listening meets expected levels. Writing is not quite as strong as reading. This has been identified by the school and writing is a current priority for improvement. Pupils' skills in the practical and investigative aspects of subjects are improving. These have also been a focus for development since the headteacher arrived.
5. By Year 2, pupils' attainment is in line with expected levels in all other subjects. There was not enough evidence of the attainment of the pupils in Year 6 in geography or design and technology. Pupils in this age group reach expected levels in history, information and communication technology, physical education and religious education. However,

standards are below average for this age group in art and music. Pupils' current progress in these subjects is satisfactory, but there are gaps in their skills, knowledge and understanding that indicate insufficient attention was given in the past to some aspects of the curriculum. For example, pupils' painting and printing skills are at a relatively low level in art and they have had too few opportunities to develop their skills of composition or instrumental performance in music.

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

6. Pupils' attitudes to school and towards their work are good. They listen attentively to their teachers, show good levels of interest and make a positive and often enthusiastic contribution to lessons. Parents who attended the pre-inspection meeting and who returned questionnaires confirmed that their children like school and develop into mature and responsible individuals.
7. Children in the reception class have settled very well into the routine of school life. They have good social skills and collaborate well together during structured play, using their imagination, sharing ideas and showing good levels of interest. They have good listening skills, follow instructions and demonstrate good self-discipline, for example holding up a hand to gain the attention of a teacher or to answer a question. These children are well motivated and enjoy their learning.
8. Many other examples of good learning attitudes were observed across the school. Pupils in the infant class responded well to circle time<sup>2</sup>, co-operating with each other and listening attentively to the views of others. Pupils made a positive individual contribution when it was their turn. Pupils in the junior class demonstrated mature attitudes during a personal, social and health education lesson where the theme was bullying. There was a valuable discussion in which pupils of all ages were encouraged to make a contribution.
9. As pupils progress through the school, their interest and enthusiasm for their learning continues to develop. For example, pupils in Year 6 listened carefully to the ideas put forward by others in a literacy lesson on report writing. In an art lesson, they organised themselves well and tried hard to produce a good result. Where there are occasional lapses of concentration, pupils do respond to appropriate teacher intervention.
10. Behaviour in classrooms and around school is good. Pupils are polite and courteous to each other and towards adults, standing aside or holding open doors to let others pass. Lunchtimes are very pleasant social occasions when older pupils help younger ones. Pupils of all ages confidently engage in conversation any adult present about the school and their own interests. They show consideration and respect for the views and values of others. Staff value pupils and treat them with consideration, and this underpins the good relationships that are clearly in evidence around the school. Boys and girls, and pupils of differing ability, relate well to each other and are fully included in all aspects of school life.
11. Pupils willingly accept any responsibilities they are given. The elected members of the school council take their roles very seriously and are involved in planning and implementing improvements to recreational facilities and the whole school environment. Older pupils develop leadership skills through their roles in the four houses that compete for various cups and shields, mainly through the rewards their members receive for good work, achievement and behaviour. Pupils are not, however, sufficiently able to take the initiative and responsibility for their own learning. This is an area that requires further consideration and development and has been identified by the school for improvement.

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<sup>2</sup> During circle time pupils discuss a wide range of personal and general issues. Teachers stress respect for all pupils' views and that pupils should feel confident that they can talk with ease and free from any form of interference or interruption from others.

12. The rate of pupil attendance is very good and well above the national average. Pupils are punctual in the mornings, enabling the first lesson of the day to start promptly. Pupils' good attitudes and behaviour make a significant contribution to their learning and achievements. These good attitudes and behaviour have been well maintained since the last inspection in June 2001. The concerns about behaviour, expressed by a significant number of parents through the returned pre-inspection questionnaires, were not substantiated by the inspection.

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

13. The quality of teaching and learning is good for children in the Foundation Stage and satisfactory, with many good features, for those in Years 1 to 6. Teaching is good for the pupils with special educational needs. The quality of teaching has been maintained since the previous inspection. This indicates that satisfactory progress has been achieved on the key issue from that time – to maintain the practice that had formerly raised standards. The teaching seen during this inspection was at least satisfactory in all lessons. Just over half the lessons were good and a further one lesson was very good. Additional evidence from pupils' previous work indicates that teaching is at least sound in most subjects for all ages. Teaching is currently effective in art and music, although pupils' previous work suggests that there have been weaknesses in these subjects in the past that have resulted in below average standards in the oldest pupils.
14. Teaching is good in the Foundation Stage. The teacher and class assistant work well as a team. The teacher plans lessons very thoroughly to cater well for these youngest children, and integrates activities well with those planned for their older classmates. Often, common themes are taught to the whole class, but the teacher ensures that the objectives and methods suit the needs of this age group. A strength of the teaching is the detailed knowledge of each individual gleaned from frequent assessments of progress. The children are given a curriculum that is based securely on first-hand practical activities and a wide variety of interesting topics.
15. In Years 1 to 6, the teaching of English and mathematics and the key skills of literacy and numeracy have a high priority. The teaching of these subjects is satisfactory and shows good features, especially in mathematics. Teachers' subject knowledge is good. Their plans have clear objectives and cater for the full range in each class. Explanations are clear so that pupils understand their new learning and what they have to do. Some lessons, in English particularly, are too long to sustain pupils' interest fully. At other times, especially in mathematics, the final summary session is rushed and does not act effectively to review and reinforce what has been learned. This imbalance in time has an effect on the overall curriculum. The overlong lessons mean that there is less time available for work in other subjects. Teaching and learning are satisfactory in information and communication technology. In general, pupils are given regular opportunities to learn and practise computer skills in a range of subjects, although some possible opportunities were missed in the English lessons seen. Teaching and learning benefit from the support of a computer technician whose expertise is used with pupils and who ensures that the computer resources work efficiently in lessons.
16. Teachers' day-to-day planning is sound and based on clear programmes of work, although these do not always reflect the stated long-term planning which needs to be updated to come into line with current practice, for example in mathematics. Teachers in most lessons take great care to ensure that work is matched to pupils' ages and capabilities. The needs of both boys and girls are considered well. They use appropriate cross-curricular links between subjects to make learning relevant and efficient. Lesson planning is good for pupils with special educational needs. Clear, systematic objectives are set for these pupils to meet and are translated into relevant, practical activities. Class teachers and learning support assistants work well together to cater for this group.

17. Teachers have realistic expectations of what pupils can do, that are based on good assessment procedures. If pupils are not ready to undertake the curriculum at a level expected for their age group the activities are modified accordingly, such as currently happens in art for the older pupils who have missed aspects of the curriculum in the past. Expectations of how pupils will behave are high. Positive relationships are fostered in both classes and enable the pupils to learn in a pleasant environment. Pupils' behaviour is managed well in most lessons, in line with the school's policy. A strength in teaching is the identification of social and behavioural objectives in some lessons where these aspects of learning are targeted for improvement. Homework tasks are planned satisfactorily, although this is an area that the school wants to develop further, particularly for the older pupils.
18. Lessons are varied and interesting and this motivates the pupils. They are mostly organised well, although a weaker feature in some lessons seen was the failure to ensure the smooth running of some of the more active and practical sessions, for example in music with the older pupils. Resources are used well in most lessons and give pupils high levels of practical experience. Additional teaching staff are used well and make a good contribution to pupils' learning. A very good lesson was seen with the Year 6 'booster' group, that enabled the pupils to practise and extend their skills in literacy. Visiting teachers and tutors make a valuable contribution to pupils' learning in physical education, sharing their expertise and enthusiasm with the pupils.
19. As a result of the quality of teaching in the school, pupils are interested in their work and keen to take part in lessons. They listen well to their teachers and appreciate the help they receive with their work.

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

20. The school offers its pupils a satisfactorily broad range of learning opportunities. It meets all the requirements of the National Curriculum and teaches religious education according to the local education authority's agreed syllabus. The curriculum is enriched by the use of specialist coaching in games and the support in class of a computer technician. The school is about to start a programme of music teaching by a specialist teacher for all ages. It also organises activity days, where pupils take part in practical tasks, for instance in art and design or science, and work together in mixed-age groups.
21. The school has begun to address the key issue from the last inspection of customising lesson planning to reflect the interests and expertise of staff and pupils. This is happening in practice, but is not yet reflected in the overall written curriculum plan, which is in the third year of a four-year cycle. Staff are aware of the need to review the written plans, for example so that a new teacher could easily understand what pupils are doing. They also wish the plans to reflect more closely the needs of all the groups of pupils in the mixed-age classes. In most lessons, teachers already plan for the full range of ages and ability in their daily planning. They use national guidance where it is available. Sometimes, however, English lessons in particular go on for too long for all pupils to maintain their interest. The time saved by shortening them could be used to give pupils more frequent opportunities to learn other subjects, which are currently taught in 'blocks' over several weeks and then not revisited until the next term. In this way, pupils' skills and knowledge in subjects such as geography and history could be developed more easily.
22. The curriculum is satisfactory for children in the Foundation Stage. It covers all the recommended areas of learning and is planned well to make appropriate links with the provision for older pupils and to ensure a smooth transition to the work that the children will meet in Year 1. There is, however, currently no separate outdoor area for this age group

and no easy access from the classroom to the playground. The school would rightly like to offer a richer outdoor play curriculum, but is constrained by the current limits of the accommodation.

23. Provision for pupils with special educational needs is good. Pupils' academic and behavioural needs are assessed and identified at an early stage. They are provided with activities that are well matched to their individual requirements, including those that appear in their individual education plans.
24. Teachers implement the National Literacy and Numeracy Strategies soundly, matching work to the different age ranges in the classes. 'Booster' classes are provided for pupils in Year 6 to ensure that they cover all the ground they need before the Year 6 tests in the summer term, for instance in developing their range of writing. Appropriate use is also made of national initiatives to support the progress in literacy and numeracy of particular groups of pupils from both classes. The school provides opportunities for all its pupils to learn, regardless of age, gender or previous attainment.
25. The provision for extra-curricular activities is satisfactory. The school provides after-school clubs in games and in art, which give older pupils in particular the opportunity to develop their skills in these areas. The school takes pupils on a range of visits to places of interest, such as the Jorvik Centre in York, Gressenhall and King's Lynn Quay. The school also welcomes visitors from organisations such as charities, the police and fire service. All of these provide further opportunities to enlarge pupils' understanding.
26. The school provides well for the personal, social and health education of its pupils. It gives appropriate teaching on sex education and relationships and on the misuse of drugs. It is also taking part in a 'Healthy Schools' initiative to make pupils more aware of health issues. Following recent staff training, the school has introduced circle time, where pupils can talk about a range of issues without fear of interruption.
27. The local community makes a satisfactory contribution to pupils' learning. Pupils visit the local church, but do not have any opportunities to go to places of worship of other faiths. There are good links with other local schools. The school has joined with other primary schools to make a bid for an African music project, and there are good links with a secondary school, whose teachers visit to provide games coaching. It uses the services of a private company to provide instruction in physical education lessons as well as in an after-school club. It has good relationships with the playgroup that shares the site and from which many of its pupils come.
28. The school provides well for pupils' personal development. Provision for spiritual, moral, and social development is good; provision for cultural development is satisfactory. The provision for spiritual development has improved since the last inspection, when it was described as sound. The school values each pupil and what he or she has to contribute. It promotes pupils' self-esteem well. It also gives opportunities for pupils to reflect, for instance in assemblies, on themes such as respect for others. In other lessons, such as science, pupils have opportunities to wonder about the mystery of life. They are introduced to and reflect upon the beliefs of the major world faiths through religious education.
29. The provision for moral and social development is also good. Teachers encourage pupils to reflect upon the consequences of their actions, for instance in circle time, when they were observed listening to views about the different ways in which they can show respect to others. They also positively encourage good behaviour. Older pupils are encouraged to take responsibility, for instance sitting with younger pupils in the dining hall or working in groups with them on 'activity' days. Pupils elect their own representatives on the school council, which discusses matters of concern to them and has also raised money, for example for playground equipment, which they had identified as a need. A sense of

responsibility is encouraged in all pupils by the award of 'Golden Time', in which pupils can choose their own activities at the end of the week; time can be deducted for inappropriate conduct. However, there are not always sufficient opportunities for pupils to develop independence in their learning, for example by carrying out their own research or devising their own investigations. The school is implementing plans to improve this.

30. Provision for pupils' cultural development is satisfactory. The school recognises in its improvement plan that art and music are areas for development, and the standards achieved in these subjects by the oldest pupils in the school are below those expected. It is currently submitting a bid to participate in an African Music project, and some work was observed during the inspection with Islamic patterns in art. Pupils learn about world faiths, but the school does not give pupils the opportunity to visit the places of worship other than a Christian church. The school does not have visits from representatives of other cultures, which would help pupils to understand the wider society in which they live. There is a weakness in the promotion of their understanding of the multi-cultural and diverse nature of modern British society.

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

31. Pupils are cared for well, a view shared by the parents at the pre-inspection meeting and by those who returned questionnaires. This is a small school where teachers and support staff know the pupils very well and care for their individual needs in a supporting and sensitive way. The procedures for monitoring and recording pupils' personal development are good. Equality of opportunity is positively promoted to ensure that all pupils, irrespective of gender or learning ability, are fully included in the opportunities provided by the school.
32. There is rigorous attention to matters relating to health and safety. Governors and staff are involved in regular risk assessment and the school draws on outside professional help when appropriate. Fire and electrical equipment is routinely tested and there are regular evacuation drills. There are good arrangements for the provision of first aid. The headteacher is the designated child protection officer and established procedures are effective. All members of staff are aware of the guidelines for dealing with any sensitive issues. The school maintains close links with social services and other relevant outside agencies.
33. Personal, social and health education is provided through the curriculum and regular lessons. Healthy living, drug and alcohol abuse, sex education and the enhancement of social skills are incorporated into a balanced programme as pupils progress through the school. The personal hygiene practice taught to pupils is good. Pupils are aware of the need to wash their hands after practical activities, before lunch and after visiting the toilet.
34. The policies and procedures for promoting and monitoring behaviour are good. The management of behaviour and the standards expected are consistent throughout the school. Good learning attitudes are much encouraged and celebrated and this results in pupils always striving to do their best. Any occasional incidents of unacceptable behaviour, or of pupils showing a lack of consideration towards others, are dealt with fairly and effectively. The procedures for monitoring and promoting attendance are good.
35. The procedures for monitoring and supporting pupils' academic progress are good. The school has effective systems in place for checking pupils' progress and these are used well when planning work.
36. There are good procedures for assessing progress in the Foundation Stage. The teacher keeps very detailed records for each individual in each area of learning. As a result, she is knowledgeable about how well all children are doing. She uses assessment information

well in planning lessons. In Years 1 to 6, pupils are assessed regularly in English and mathematics, and the information gained is used to set targets, both for individual pupils and for groups within a class. In addition to the statutory tests in Years 2 and 6, the school uses the optional national end-of-year tests, regular tests of reading age and the local authority's own English and mathematics tests. Pupils know what their targets are and this helps them to make progress. The school has started the process of discussing a child's targets with parents.

37. In the other subjects of the curriculum, teachers check after each unit of work whether pupils have achieved the objectives set, exceeded them or failed to meet them. This information is used in planning future work. Within the mixed age classes, these systems can be quite onerous for the teacher, but they are effective in ensuring that they have a good grasp of the progress pupils are making. Teachers also evaluate daily their own planning for lessons, so that they can adjust the next day's plans to take account of what pupils have achieved.

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

38. Parents who attended the pre-inspection meeting and those who returned questionnaires expressed some very mixed views about the school. The positive views, expressed by a significant majority, were that their children enjoy school, make good progress and that staff are approachable and prepared to listen to any concerns or problems. They felt that the school helped their children to become mature and responsible, that the standard of teaching is good and that the school expects their children to work hard and achieve their best. The inspectors agree with these positive views.
39. Conversely, a substantial number of parents expressed concerns over the limited range of activities outside of lessons, the quality of information provided about their children's progress, the standards of behaviour in the school and some aspects of the leadership and management. They felt that there could be a better use of homework to support learning and a closer working partnership with parents. The inspectors consider that many of the concerns expressed by parents emanate from historic circumstances, such as the high turnover of staff and the lengthy period without a permanent headteacher, and do not reflect the current situation in the school.
40. Inspectors judge the attitudes and behaviour of pupils to be good and to be having a positive impact on teaching and learning. The inspectors consider the leadership provided by the headteacher to be good. The use of homework to support learning is considered satisfactory. The range of activities outside of lessons is satisfactory, but the inspectors agree they are limited compared to what is often offered in a larger school. Inspectors judge that the school works hard to develop a close partnership with parents and provides good information about the progress that pupils are making.
41. The school is very welcoming towards parents and endeavours to involve them as much as possible in the education of their children. Many parents respond positively. The home school agreement clearly defines the mutual expectation of the school, parents and pupils. There is a regular flow of information about school activities, community events and curriculum topics.
42. Annual progress reports meet the statutory requirements and provide a brief summary of the curriculum together with a commentary of pupils' knowledge and understanding of each subject. There is also a statement on the personal and social development of the individual pupil and a section that provides guidance to enable parents to support their child's future learning. Pupils are given the opportunity of completing a self-assessment section, but these are not consistently used.

43. There is a parent teacher association that organises social and fund raising events and a significant number of parents help in school on a regular basis. Overall, the partnership between the school and parents is good and improving. The contribution of those parents who are becoming more closely involved in the school is having a positive impact on its work. The contribution that parents are currently making to their children's learning at school and at home is satisfactory. At times, some parents do not respond well to the efforts being made by the school to make homework more effective. For example, they do not ensure that work is completed or that books are returned to school.

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

44. In the two years since the previous inspection, the headteacher, staff and governors have continued to develop the school satisfactorily. The headteacher has brought more stability to the management of the school and has built successfully on the sound foundations outlined in the previous inspection report. She was appointed during a period of considerable turbulence in the school's staffing and this continued for some time. It has only been in the past few months that the school has been fully staffed by a more permanent team of teachers than it has had for several years. The headteacher has secured the commitment of experienced staff who now are providing continuity and stability for the pupils. The improvements that staff and governors have sought to make since the previous inspection have begun to be implemented well. However, some of the initiatives have yet to have a full impact on raising standards, for example in the attainment of the older pupils.
45. The headteacher has a clear and appropriate vision for how the school can continue to move forward. The school promotes a caring ethos based on good staff and governor relationships and with the local community at the heart of its work. Staff and governors work well together to fulfil the school's aims. Most of the main responsibilities for the curriculum and for managing the major aspects of the school are shared fairly among the teaching staff. However, with such a small team, this means that each teacher carries a heavy workload, especially the two main class teachers who work hard and successfully together. The headteacher is also 'caretaking' the management of any subjects that have not been delegated to newer or part-time staff and this adds to her considerable load. The ancillary staff contribute well to the spirit of teamwork in the school; several have multiple roles as classroom support assistants, midday supervisors and in the road crossing patrol, and this provides continuity and security for the pupils.
46. The headteacher and her teacher colleagues increasingly analyse how well the school is doing by measures such as the pupils' results in tests. They liaise regularly, see each other's planning and look at pupils' work. They use the information gained by these means to set targets and raise standards in the school. To this extent they have acted well on a key issue from the previous inspection, which was to improve the quality of how attainment and teaching are monitored. However, it has been difficult for teachers to observe lessons at first hand, owing to the previous staffing difficulties and the absence of regular release from teaching commitments. As a result, the rigorous checking of standards, teaching and the curriculum has not been carried out to the extent that the school would wish in order to raise standards further.
47. The governors bring active and interested support to the school. They fulfil most statutory requirements, although there are some omissions from the attendance information that is required in their annual report to parents. They have given sufficient attention to recent legislation on racial equality and disability discrimination. They have an appropriate committee structure and meet regularly. There is a core of knowledgeable and increasingly experienced governors who have a reasonable understanding of what the school does well and are involved in its continuing development. Several governors are new and inexperienced. They are undertaking training and are committed to assuming a more

active role in the management of the school. The written school development plans give a clear view of current priorities and, in line with a key issue from the last inspection, they have included the action necessary to implement the required improvements from that time. However, the plan does not always make clear the order of priority for initiatives or link these to longer-term financial planning as much as it should.

48. The school's administrative systems are satisfactory. Day-to-day administration is efficient, although it is not possible for the office to be staffed on a full-time basis and this causes frustrations for the school, its parents and some visitors. The school increasingly makes use of new technology in its administration. While the systems for budget planning are now sound, historical weaknesses in financial procedures continue to have an impact on the effectiveness of management. Following requests from the school at the time of the headteacher's appointment, the financial arrangements have been audited by the local education authority. This audit has identified many checks and procedures that need to be improved. The headteacher and new finance officer have acted swiftly on these. While it is too soon to comment on the full effectiveness of this action, the plans appear promising. As a result of previous shortcomings in these systems, the headteacher and governors have not always had robust or reliable financial information on which to base their plans. This situation is improving. Partly because of the unreliable information, the school has built up a budget contingency that is above recommended levels. There are appropriate plans to ensure that this is used in the near future for the benefit of pupils, for example by maintaining and enhancing levels of support staff. Managers consider 'best value' satisfactorily by questioning critically what they do, by consulting on the school's continuing development and by comparing performance with other schools locally and nationally. Grants and specific funding, such as that for pupils with special educational needs, are properly allocated.
49. Educational inclusion is managed well. The provision for pupils with special educational needs is good. Pupils' assessments and records are up to date and all reasonable measures are taken to involve pupils and their parents in discussions about progress, although this is an area that the school wishes to improve further. A recent review of special needs arrangements by the local education authority was very complimentary about provision. Consideration of the needs of all individual pupils is strong in the school and in keeping with its 'small-school' family ethos. This includes the particular needs of boys and girls and for pupils of all attainments, including the higher attainers. Staff are aware of those with particular talents, in areas such as academic ability, sport and personal development.
50. The school has made positive use of recent local and national initiatives for school improvement. The National Strategies for Literacy and Numeracy, together with their linked 'booster' arrangements, have been of benefit. The school is very appreciative of the support it has received from the local sports' college and other sporting projects. It is beginning to make effective use of the arrangements for 'clusters' of local schools to work together to provide additional activities for small schools.
51. The school now has a team of experienced and competent staff although, with current staffing levels, they face demanding challenges in providing the full range of the curriculum to the full primary age range of pupils. There are good arrangements for staff induction and for continuing training and development. This includes the arrangements for ancillary staff. The national arrangements for performance management have been implemented well and there are plans to extend relevant elements of these to the support staff.
52. The accommodation is adequate for the current number of pupils on roll. The school occupies a pleasant site and has a good playing field. No indoor space is wasted and the small hall is a useful space for activities such as assemblies and dining. However, one of the two main classrooms is much larger than the other. The smaller room is only just large

enough for more formal lessons and is very cramped during practical activities such as art and music. It has no water supply. There is no separate outdoor play area for children in the Foundation Stage and no direct access to the playground for these children from their classroom. As a result, it is sometimes difficult for the school to fulfil the requirement for this age group to have an entitlement to daily outdoor play. Aspects of the accommodation for staff are unsatisfactory. Despite a recent extension, the small school office has to be used as the headteacher's room and the general staff room. Conditions are very overcrowded and there is no private space for the headteacher or other staff to meet with parents or other visitors. The provision of learning resources, including books and computers, is satisfactory and there is a small, accessible library.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. To build on the school's strengths, raise standards and improve the quality of provision further, the headteacher, staff and the governing body should act in the following areas:

- raise standards in English, mathematics and science in Year 2, as planned, by:
  - ensuring that all pupils, including new pupils and those with special educational needs, continue to receive the current effective teaching and stability in their learning;
  - improving the monitoring of lessons to check that teaching and learning continue to be successful for all pupils in this age group;

*paragraphs 4, 15, 46, 63-81*

- raise standards in art and music in Years 5 and 6 by:
  - carrying out the planned action in these subjects;
  - monitoring the impact of the current initiatives;
  - ensuring that in the future these subjects receive the attention required to enable pupils to reach expected standards;

*paragraphs 5, 13, 82-86, 104-108*

- ensure that the curriculum is planned to cater for the full range of pupils in each class and to make the best use of the available teaching time by:
  - reviewing how time is allocated across the day to check whether it used to the full, especially in English;
  - continuing to review the long-term curriculum plan so that it is relevant to the school's current needs, to the needs of mixed-age classes and that it reflects agreed practice;
  - enabling staff to monitor the success of any changes on the standards achieved by pupils.

*paragraphs 15, 21, 46, 68, 86, 94, 108, 117*

Other issues that should be considered by the school:

- providing a separate and accessible outdoor play area for children in the reception year group, as planned;

*paragraphs 22, 52, 61*

- ensuring that pupils have opportunities to learn about the diversity of society and culture in modern Britain;

*paragraphs 30, 117*

- continuing to explore ways to improve the quality of the accommodation for staff.

*paragraph 52*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

15

Number of discussions with staff, governors, other adults and pupils

18

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	1	8	6	0	0	0
Percentage	0	7	53	40	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 six percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

44

Number of full-time pupils known to be eligible for free school meals

2

#### Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

0

Number of pupils on the school's special educational needs register

14

#### English as an additional language

No of pupils

Number of pupils with English as an additional language

0

#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

4

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

3

### Attendance

#### Authorised absence

	%
School data	3.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

**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	44	1	1
White – Irish	0	0	0
White – any other White background	0	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	0	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)	2.3
Number of pupils per qualified teacher	18
Average class size	22

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	60

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2002-2003
	£
Total income	163,329
Total expenditure	147,772
Expenditure per pupil	3,436
Balance brought forward from previous year	15,531
Balance carried forward to next year	31,088

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4
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: 45 per cent

Number of questionnaires sent out	44
Number of questionnaires returned	20

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	40	50	5	5	0
My child is making good progress in school.	50	35	15	0	0
Behaviour in the school is good.	15	25	30	20	10
My child gets the right amount of work to do at home.	26	32	16	21	5
The teaching is good.	25	55	15	0	5
I am kept well informed about how my child is getting on.	15	30	40	15	0
I would feel comfortable about approaching the school with questions or a problem.	45	40	0	15	0
The school expects my child to work hard and achieve his or her best.	35	45	15	0	5
The school works closely with parents.	20	30	35	15	0
The school is well led and managed.	20	45	20	15	0
The school is helping my child become mature and responsible.	30	55	10	5	0
The school provides an interesting range of activities outside lessons.	15	20	35	25	5

*Figures may not total 100 per cent owing to rounding*

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

54. The previous inspection focused on the subjects of English and mathematics and did not include separate reports for most other subjects. It is not possible, therefore, to compare the findings of this inspection with the previous report in several areas. Where comparisons can be made, they are included here.

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

55. The Foundation Stage in the school consists of a group of eight children in the reception year who form part of a class that also caters for the pupils in Years 1 and 2. The children are admitted at the beginning of the year in which they are five. Most, but not all, have attended pre-school playgroups or nurseries. The children often transfer from the privately run playgroup on the school's site. Attainment on entry varies from year to year. It usually represents an average range.
56. The teaching is good for this age group. The new teacher works closely with her support assistant to provide a rich and varied range of opportunities for the children. They succeed in providing activities that cater for the ages and capabilities of the reception group, while making effective links where possible with the work of older pupils in the class. The planning of lessons is based securely on thorough assessment systems that span all the areas of learning. The teacher is very knowledgeable about the children's progress as a result. The children achieve well, including those with special learning needs. Most of them are on target to reach by the end of the school year at least the levels expected in the early learning goals in all areas of learning. Their personal, social and emotional development is particularly well promoted and they achieve higher than expected levels in this area.

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

57. The children show higher than average standards in this area of learning. They concentrate very well, sitting quietly or waiting for their turn as appropriate. This was demonstrated when they 'went shopping' in the class shop and queued at the checkout patiently for one of their classmates to check what they had spent. They are interested in activities, enthusiastic and confident; they take a full part in whole-class discussions when they work with the older pupils. They are forming good relationships with other children and with the adults who teach and care for them. Most are able to work independently or as part of a group. They behave very well and show self-control when moving around the classroom and working with other children. Teaching and learning are good. The teacher and her assistant have high expectations of how the children will behave. They encourage independence and collaboration, successfully providing interesting and exciting tasks. They respect and encourage the children's ideas and use questions well to enable them to expand on answers and ideas.

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

58. The children reach expected levels in this area of learning when working independently and sometimes exceed them when working directly with adults. They are attentive listeners, for example, when responding to a taped story or taking part in a discussion with an adult. Most speak clearly and audibly; they are keen to practise new vocabulary. They enjoy stories and rhymes. They are beginning to identify the sounds that make up simple words. The more able children understand how, in some words, two letters combine to make a single sound, and they recognise and read familiar words in context. They copy an adult's model of writing with varying degrees of accuracy and attempt their own unaided writing. Teaching and learning are good. The children's books show good progress over the year.

The way lessons are planned means that this group of children benefits from discussions with older pupils, as well as having activities that are tailored closely to their own age and capabilities. The teacher groups the children carefully to ensure that activities present sufficient challenge and support. The classroom provides an interesting range of displays and activities to extend learning, such as the class shop and library.

### **Mathematical development**

59. The children reach expected levels. They recognise and write numbers to 10 independently and some count well beyond this. Most add single-digit numbers accurately. In a lesson seen, they chose two items from the class shop and found the correct amount of 1p or 2p coins to pay the bill. They were also seen identifying symmetry in shapes. Their written work demonstrates an understanding of comparisons such as 'heaviest' or 'lightest'. Teaching and learning are good. Activities are securely based on practical, first-hand experiences and targeted carefully to individual levels of ability. Children's behaviour is managed well. A strength of the provision is the way that lessons are based on regular assessments of the children's progress so that learning is systematic and efficient.

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

60. The children show enthusiasm for learning about the world around them. They have a sound basic scientific knowledge. In a lesson seen, they studied and commented on the effect of light on objects. They have previously learned about electricity and its benefits and dangers. They are building secure foundations for work in history by comparing old and new toys and learning about events in the past, such as The Great Fire of London. Their work about religion shows a knowledge of the stories behind Christian festivals such as Christmas and Easter. Children start to explore other religions such as Judaism, such as when recording items that can be found in a synagogue. The children use computers well as part of many activities. For example, they use the mouse efficiently to find their way round electronic stories and games and to 'paint' pictures. Their skills of designing and making are developed well. Working alongside the older pupils, they have produced good quality puppets, wheeled vehicles and items of jewellery. Teaching and learning are good, especially in the provision of activities that use computers and in early design and technology experiences. Work is planned effectively to give the children a wide range of varied and stimulating experiences.

### **Physical development**

61. The children reach expected standards. Their physical skills seen in general classroom work are satisfactory. They use tools such as pencils and brushes with appropriate control. They move around the classroom and playground with due attention given to their own safety and that of others. In a whole-class lesson, children showed sound individual throwing and catching skills with small balls, which they transferred to a group game. They are given regular opportunities to play outdoors both separately with their own age group, and with other children at playtimes and in lessons. However, these opportunities are somewhat constrained by the lack of a designated outdoor play area and by the design of the building, which makes it difficult to supervise outdoor play at the same time as indoor activities. The school plans to provide a separate and more accessible outdoor area in the future, when the budget permits.

### **Creative development**

62. The children reach expected levels overall in this area and their attainment is often above expectations in art. Their work shows a good range of art and design experiences. From the start of their time in school, they use a sketchbook to record these. They have explored line and colour, mixing paints and pastels. They collect ideas for pictures, such as faces

cut from magazines. In music lessons, they begin to build up a repertoire of songs and rhymes. They use percussion instruments to demonstrate a range of sounds and build up a sequence of them on the computer. Opportunities for role-play and drama are provided in situations such as the class shop. There was limited direct evidence of teaching in this area during the inspection, but indications from children's work are that it is at least satisfactory and is good in art. The teacher shows that she values the children's efforts. For example, she presents their finished work well as class books and in attractive displays.

## ENGLISH

63. Pupils in Year 6 are achieving average standards for their age. Pupils in the current Year 2, where the levels of special educational need are higher, are achieving standards that are below average.
64. Standards of speaking and listening are as expected for pupils' ages throughout the school. In Year 2, pupils listen attentively to each other during circle time. They also speak well in pairs when they discuss, for instance, how to show respect to others. They are keen to talk about the books they have read. In Year 6, pupils talk with interest about the work they have done in other subjects, such as geography and religious education. They listen carefully in assemblies and in the introductory sessions in lessons, when the whole class is gathered together.
65. In the current Year 2, about half the pupils reach the expected level in reading. They enjoy reading and are keen to talk about their books, but the majority are not confident readers and have not yet developed the techniques to help them with words they do not know. However, they make satisfactory progress, and pupils with special educational needs make good progress because of the good level of support they receive. The majority of pupils in Year 6 are achieving the standard in reading expected for their age. They read accurately books by authors such as Roald Dahl, but sometimes with hesitation and not always with great expression. They show a sound understanding of the story they are reading. They know how to locate non-fiction books in the school library, and how to locate information efficiently using the contents and index pages.
66. The standard of writing achieved by pupils in Year 2 is below that usually found with pupils of this age. Handwriting is not always legible or regularly formed, although higher attaining pupils write neatly. Only a minority of pupils use capital letters and full stops unprompted. They write on a range of topics, such as the 'Fifth of November', or stories such as 'Little Red Riding Hood'. They also write poetry, for instance about 'Autumn Leaves'. Spelling is often approximate, but the teacher regularly corrects it and pupils rewrite words they have misspelled. In Year 6, pupils achieve satisfactory standards in their writing. They write in a wide range of styles, including extended stories, letters, poetry, reports. The majority of pupils develop a legible handwriting style, although it is not always joined and they do not yet use pen in their class work. Punctuation, including speech marks, is used satisfactorily. Spelling is sometimes weak and pupils are not often asked to correct the mistakes they have made. Pupils make use of computers to word-process their finished work, and sometimes to draft and re-draft it. They also have satisfactory opportunities to apply their writing skills in other areas of the curriculum, such as history or religious education. This is an area which could be developed further, in order to continue to improve writing.
67. The overall quality of teaching is satisfactory. Teachers generally plan lessons well to ensure that activities are matched to the age and ability of pupils in their class. They work well with classroom assistants to provide all groups of pupils with appropriate support. They set clear targets for the groups, but sometimes the opportunity is missed for pupils to use the computers in the classroom to help them with their work. The National Literacy

Strategy has been implemented satisfactorily in the school, although pupils who are new to the school have not yet all fully benefited from this provision.

68. Overall, pupils achieve satisfactorily. Sometimes, particularly with older pupils, the session is too long for their full interest to be maintained. With the younger pupils, a separate short session is used well to give them an additional opportunity to read, and separate 'booster' classes for Year 6 pupils give them the opportunity to develop further their writing skills. These lessons are conducted at a good pace and the teacher gives good feedback to pupils, challenging them to improve their performance. Consequently, they make good progress as they prepare for the National Curriculum tests. Pupils with special educational needs make good progress, because of the clear targets they are given and the good support they receive. They have good attitudes to learning. They generally maintain their concentration well, and also work well independently when required.
69. The co-ordinator has only recently taken up the post and has not yet had the opportunity to monitor directly teaching and learning in the other class. She works closely with her colleagues, however, and has already made plans to improve pupils' writing skills and the range of books available for reading, including 'big books' for whole class work. The school library has a satisfactory range of books, which are supplemented by books from the library service. There are good systems in place to help teachers check on pupils' progress and set them appropriate targets. At the time of the last inspection, the standards in English achieved by the oldest pupils in the school were broadly satisfactory, and these standards have been largely maintained. There has been satisfactory progress since the last inspection.

## **MATHEMATICS**

70. By Year 6, standards are average. In the current group of pupils in this age group, almost all are working at the nationally expected Level 4. Several have also met some of the expectations of the Level 5<sup>3</sup> curriculum, although there are not as many higher attainers this year as were indicated by the school's results of the national tests in 2002. Standards by Year 2 are below average. This is mainly because this age group, including recent arrivals, contains several pupils with special educational needs that are restricting their attainment. In this age group this year, there is little evidence of pupils working at levels that are higher than those expected for their age group. Pupils of all ages are making at least satisfactory progress in relation to their attainment on admission to the school. This includes those with special learning and behavioural needs, who are catered for well by teachers and support staff. There are indications in pupils' work that their progress this year has been generally good. The school has maintained the standards in Year 6 identified by the previous report. Standards are not currently as high in Year 2, due to the increased special needs factor in this group mentioned above.
71. Pupils in Year 1 achieve soundly. For example, they count forwards and backwards in twos, fives and tens. They use coins to make amounts to £1 in a variety of ways. Their classmates in Year 2 perform these number operations at a more complex level. The higher attainers, for example, make amounts to £5. They know the names of common two- and three-dimensional shapes and begin to identify their properties, such as the number of angles. While most of them work confidently at Level 2 of the National Curriculum, fewer than average are securely attaining Level 3 for this stage of the year.
72. Pupils build effectively on their achievements in Years 3 to 6. For example, they identify and continue number patterns using their knowledge of odd and even numbers. Older

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<sup>3</sup> The nationally expected level for pupils to reach by the end of Year 6 is Level 4. If a pupil is attaining Level 5, then he or she is reaching standards above those expected for a child of his or her age. The expected level for the end of Year 2 is Level 2. A pupil attaining Level 3 is reaching standards above those expected.

pupils in the class use their understanding of factors, multiples, prime and square numbers to identify more advanced number patterns. The Year 6 pupils were seen using a computer program well to find a 'mystery number' by skilfully eliminating other numbers. Across the age range in this class, pupils learn to manipulate increasingly complicated numbers. The oldest handle fractions and decimals at an appropriate level. The previous work of the Year 6 group shows sound coverage of the required curriculum at the expected levels of attainment.

73. Pupils apply their numeracy skills to other subjects well, for example when recording science experiments or in data handling activities in a range of subjects. Information and communication technology skills are used well in both classes. Teachers provide tasks that practise and combine the pupils' computer skills and mathematical understanding.
74. Teaching and learning in the lessons seen during the inspection in both classes were good. Teachers group pupils very well according to their attainment or special needs and thoroughly plan lessons that cater for the full range of ages and capabilities. They share the objectives of lessons profitably with the pupils and check how far these are achieved at the end. Pupils understand what to do. The pupils concentrate and behave well in lessons. Relationships between adults and pupils are good. Mental and oral calculation are encouraged well and enable pupils to practise regularly their basic numeracy skills. Pupils are given opportunities to be flexible about how they solve problems and to explain their work to others. Support staff are mostly used effectively to give individual or group help. This enables pupils with special needs in particular to learn well. There is very good quality 'booster' support for pupils in Year 6 to prepare them for national tests. The school is making effective use of published materials to support the planned curriculum. The use of such material was criticised in the previous report and has been improved. The National Numeracy Strategy has been implemented satisfactorily and is helping to raise standards. The teachers plan lessons in line with the recommended methods of the strategy. These are mostly effective, although, in one of the lessons seen, the final 'plenary' session with pupils was too rushed to provide an efficient summary of how successful the lesson had been.
75. The subject is led and managed soundly. The headteacher works closely with other staff to monitor standards and provision, although her heavy workload and previous staffing difficulties mean that, to date, she has carried out a limited number of lesson observations. Assessment procedures are good and assessment information is used well in teachers' planning. For example, one of the lessons observed was planned to rectify specific errors in pupils' previous work. Improvement since the last inspection has been satisfactory.

## **SCIENCE**

76. Pupils in Year 2 are currently achieving below average standards. Pupils in Year 6 are achieving the standards expected for their age.
77. Pupils in the present Year 2 have limited skills in recording their work in writing and this restricts the progress they make, although this is satisfactory. They mostly use worksheets, which have been prepared by the teacher to record in a simple fashion, for example, the rate at which ice melts. They can distinguish between natural and man-made materials. They predict which materials will be waterproof. They record which are their favourite foods and, in an investigation, use the sense of taste to identify differently flavoured crisps. They can name the different parts of a flower and of the human body. They have also investigated the forces used for different actions, for instance to walk around the playground. However, there is no opportunity for pupils to make their own suggestions about how they might collect the data to answer their scientific questions.

78. Pupils in Year 6 have covered a wide range of topics, including healthy living, human teeth, plant growth, experiments to test absorbency and evaporation, and the forces involved in bouncing balls. They have a satisfactory understanding of all of these. Pupils also understand what constitutes a fair test, but there are few opportunities for them to devise their own investigations or to decide on their own way of recording the results. They make use of graphs, for instance to measure the growth of plants, and most pupils are also able to predict the outcome of an investigation, for instance into what a daffodil needs to grow. Pupils with special educational needs make good progress because they receive good support, both from the teacher and the classroom assistants.
79. The quality of teaching and learning is satisfactory. Teachers manage pupils' behaviour well and activities are planned to match the ages and abilities of the pupils in the class. In a lesson with older pupils, the teacher gave a clear demonstration to ensure that pupils fully understood the way magnets attract and repel. Sometimes, however, the objective of a lesson is not shared explicitly with the pupils, so that they do not fully understand what they are learning. Sometimes, also, the teacher does not make absolutely clear the sequence in which an activity is to be carried out, so that pupils begin their investigation before they have completed their predictions, for instance about which materials will be attracted by a magnet.
80. Pupils are interested in science and have positive attitudes towards it. They are keen to start on investigations and generally work well in pairs, which helps their social development. Sometimes a minority of boys in the younger class become overexcited, but their behaviour is dealt with firmly by the teacher.
81. The management of the subject is satisfactory, although opportunities for the headteacher, as subject co-ordinator, to monitor teaching and learning have been limited by the constraints of time and other responsibilities. There are good systems in place for teachers to check on the progress pupils are making. The school has adequate resources for science and pupils use computers to record some of their data in a variety of forms, including graphs.

## **ART AND DESIGN**

82. During the inspection, only one lesson was seen in art and design and this was with the junior class. Further evidence of standards was obtained from an examination of pupils' previous work, the work on display around the school and from talking to staff about the subject. By Year 2, pupils reach the standard expected nationally, but standards by Year 6 are below those seen in most schools and below the standard expected by the National Curriculum.
83. Pupils in Years 1 and 2 have covered a varied and interesting range of activities this year. They have experienced a wide range of methods and materials, including fabric, paint, pastel and papers. They have made good progress in learning skills such as printing, stitching and colour mixing. Their work is carefully executed and shows close observation of objects, such as when the pupils drew and painted tropical fruits from real examples. There is a good balance between whole-class tasks that are designed to advance pupils' skills and the use of individual imagination and interest. Effective links are made with other subjects, such as when pupils painted the Great Fire of London in connection with their work in history. Indications are that, in this age group, teaching and learning are good.
84. Pupils in the Year 3 to 6 class have made satisfactory progress this year. The attainment of those in Years 3 and 4 is at the expected level. However, the pupils in Years 5 and 6 have not built up an average range of knowledge, understanding or skills. While their achievements were satisfactory in the lesson seen, they were starting from a relatively low baseline that indicates they have not covered the curriculum sufficiently in the past. They

find it difficult to organise their own work or to use tools such as printing rollers and paintbrushes with the level of skill that is expected of their age group. They have covered activities such as observational drawing, portrait painting and collage this year and have studied the work of famous artists, such as some of the Impressionists. The school now offers an art club after school for the oldest pupils, partly so that they can improve their current attainment levels. Attendance at this has been good and it is supplementing well the pupils' learning in lessons.

85. Teaching and learning are sound in Years 3 to 6. The lesson seen during the inspection was taught satisfactorily. It was planned well at the right level to build on pupils' prior understanding and to cater for the full range of ages in the class. It had clear objectives and these addressed both the art skills that the teacher wished to develop in the pupils and the social and organisational skills that they would need to complete the tasks. In this respect, lessons are making a good contribution to pupils' overall personal development. The teacher made effective use of pupil demonstration in the lesson, boosting the chosen pupils' confidence as a result. She integrated links with pupils' computer skills well by using examples of Islamic patterns obtained via the Internet as a stimulus for the pupils' own ideas. The lesson was constrained by the cramped conditions in the classroom and the lack of a sink area. These, combined with the pupils' underdeveloped organisational skills, meant that lesson was not as successful as the teacher's planning deserved.
86. The subject is soundly led and managed. The subject leader is experienced and interested. She is rightly reviewing the current long-term plans to make them more relevant to the particular needs of the school at this stage of its development. Sketchbooks have been introduced for all age groups. The use of these is particularly good in Years 1 and 2 where they serve as a continuing record of pupils' attempts and achievements and as a bank of ideas for future work. At present, there are very limited opportunities for the subject leader to monitor teaching and learning at first hand. Assessment procedures are being developed that appear promising for future use.

## **DESIGN AND TECHNOLOGY**

87. No design and technology was taught during the inspection and so no judgements can be made about the quality of teaching or learning in lessons. Judgements are based on other evidence, including discussions with pupils and staff, examination of pupils' previous work and a discussion with the oldest pupils about the work they have covered. On this evidence, pupils reach the standard expected nationally by Year 2. There is not enough evidence to judge the standards that are reached by Year 6.
88. In Year 2, pupils have learned from a good range of activities this year. They have completed designs for items such as a fabric puppet, a wheeled vehicle and a decorative brooch. Photographs and first-hand examples of finished products show attention to detail and a good quality finish. Pupils have drawn and listed the tools and materials they are likely to need for the task. They know that when they design an item it needs to be fit for its purpose. They consider this in features such as the fixing on a brooch. They have learned the necessary skills for joining materials, such as sewing and sticking. They record their work in their books well. For example, they have written a recipe for making pancakes and explained the method of working in its correct sequence.
89. The pupils in the Year 3 to 6 class appear to have covered a satisfactory range of units of work this year, but no recorded evidence was available of the quality of the outcomes of these activities. They have studied structures, making model bridges and towers, which they tested for strength. They have designed, made and evaluated product packaging. A unit of work on the use of weatherproof materials has very recently been started.

90. The subject is soundly led and managed. There is an appropriate action plan, which includes the need to build on pupils' learning more systematically, especially in Years 3 to 6. Effective and manageable assessment procedures are being established, which are based on how well pupils have done in relation to the key learning objectives for each unit of work. Resources are satisfactory and include a useful food technology area that is used regularly. The recent introduction of whole-school activity days is promoting pupils' progress well. The most recent of these enabled teams consisting of pupils of all ages to design and make fruit cocktail drinks, under the leadership of the oldest pupils. This type of activity makes a valuable contribution to pupils' skills in this subject and to their personal development.

## **GEOGRAPHY**

91. Because of the way the school organises its timetable, there were no opportunities to see geography being taught during the inspection. There was insufficient evidence, either in pupils' current written work or from discussion with pupils, to make a judgement on the standards they achieve by Year 6.
92. In Year 2, pupils achieve the standards expected for their age. They know about their immediate locality in the school and express their own ideas about how they might improve the school grounds, exploring them to identify features they do and do not like. They have drawn an adequate map of their own journey to and from school, using suitable symbols. Higher attaining pupils have written a description of the journey, thus reinforcing their literacy skills. Pupils also understand the use of simple co-ordinates in maps.
93. Pupils in Year 6 have identified leisure facilities in the locality. They have identified the different features of a river from a study of the River Severn. They could recall some aspects of their visit to King's Lynn Quay the previous year, when they looked at housing in the area.
94. There was insufficient evidence to make an overall judgement on teaching. Teachers' planning for the subject follows national guidelines, and there are good systems in place to check on pupils' progress at the end of each unit of work. However, the way that the teaching is organised in blocks means that there is not always the opportunity for pupils to reinforce regularly the skills that they are acquiring. In the absence of a permanent co-ordinator for the subject, the headteacher is overseeing its development. The subject has been identified by the school as an area for improvement

## **HISTORY**

95. It was not possible to observe any history lessons during the inspection and so judgements cannot be given on the quality of teaching and learning. Evidence about standards in the subject was taken from examining pupils' previous work and from talking to the oldest pupils about their experiences. Standards by the end of Year 2 and Year 6 are in line with those expected nationally, and pupils of all levels of prior attainment make satisfactory progress.
96. In Years 1 and 2, pupils begin to understand the difference between the past and the present by studying old and new toys. They have compared, for example, a teddy made in 1959 with one made in 2002. They learn about significant events from the past in studies such as that of the Great Fire of London, and record the story in paintings and by writing a diary, as Samuel Pepys did at that time.
97. Pupils in the Year 3 to 6 class have recently studied Britain since the Second World War. In a well-planned project, they worked at levels appropriate to their ages, using books, the Internet and interviews with friends and family for research. This encouraged their skills of

initiative as well as extending their historical knowledge. It enabled them to pursue aspects of the period that they found particularly interesting, such as the music or sporting events. The pupils in Year 6 have a satisfactory understanding of most of the main units of work required by the National Curriculum. The exception is local history, where they show too little understanding of how the local area has developed in any particular aspect. It is acknowledged that the school is currently working with the local museum's education service to improve the quality of local studies. These oldest pupils show an interest in their work and a reasonable grasp of the main similarities and differences in the periods and places they have studied. They know how to find out about the past from a range of sources. They remember vividly the visits they have undertaken to places such as the Jorvik Centre in York and to a Victorian workhouse at Gressenhall.

98. The subject does not currently have a designated co-ordinator. The headteacher is 'caretaking' its development and this adds to her already considerable workload. With her colleagues, she is keeping the current long-term planning under appropriate review and ensuring that it caters for the needs of the mixed-age classes. Good assessment procedures have been established that enable the staff to know whether individuals have met the main objectives of each study unit. The curriculum continues to be extended by additional interesting activities, such as the visits mentioned and a forthcoming 'Tudor Experience' for pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

99. The standards achieved by pupils in Years 2 and 6 are as expected for their ages. Pupils use information and communication technology to support their work in a wide range of subjects.
100. In Year 2, pupils are able to word-process simple sentences, using capital letters and full stops. They progress to drafting a text, for example on the story of 'Goldilocks and the Three Bears'. Pupils use a graphics program to produce a picture of the Great Fire of London linked to their work in history or to produce a symmetrical image. They know how to use a CD-ROM to find out information, for instance about the sun. They are able to use data-handling programs in a survey of their own houses, to support work in geography, or to produce a graph on their favourite foods to improve their understanding in science. They make satisfactory progress in all of these areas.
101. In Year 6, pupils have produced news sheets about local events and newspaper pages to report on the Gulf war, using a range of different fonts and graphic images. This supports the development of their writing. They have used the Internet to download images of different kinds of crosses to help them with their work in religious education on Christian symbolism. They have used e-mail to communicate with pupils at another local school, and understand the difference between an e-mail and a letter. They have drafted a letter for the headteacher to send to parents about the school's drama production. They have used a control game program and observed the use of a sensor to measure outside temperature. They are able to display the results of surveys into their favourite food or favourite sports using a data-handling program, producing different kinds of graphs and charts.
102. There were no opportunities to observe direct teaching of the subject by class teachers during the inspection. A visiting computer technician helps to introduce a new topic to older pupils. He was seen doing a short demonstration of a program that required the pupils to make decisions, such as how to introduce bees into a simulated garden. He was then able to support pupils as they subsequently worked on the program in pairs. This seems an effective way of teaching pupils the skills they need. Although the school has a good ratio of computers to pupils, there are not enough of them to enable a whole class to be taught together. Sometimes, however, technical problems with the computers prevent

pupils making as much progress as they might. Overall, from the evidence of pupils' work and discussion with them, teaching and learning are satisfactory.

103. The management of the subject is satisfactory. The subject co-ordinator has few opportunities to monitor teaching and learning directly, but works closely with other teachers and the technician. Teachers have had appropriate training and follow national guidelines. They also have good systems to check how much progress pupils have made. The school has made satisfactory progress in this subject since the last inspection.

## **MUSIC**

104. The standards attained by pupils in Year 2 meet expectations, but standards by Year 6 are below expected levels. This appears to be because the music curriculum has not received enough attention in the past few years. The current staff of the school have recognised this weakness and are taking measures to improve provision. The quality of the curriculum is now satisfactory. A specialist teacher is starting to work in the school this term to ensure that all age groups have good quality experiences in the subject and to support further staff development. However, these initiatives for improvement have not yet had a full impact on the standards attained by the older pupils.
105. By Year 2, pupils have made sound progress. They are developing a reasonable repertoire of songs. They have regular opportunities to practise these, including singing as part of the daily assembly. They sing in tune. They know the names of a range of percussion instruments and how to play these in different ways to create a desired effect. In the lesson seen with this age group, pupils interpreted written symbols to demonstrate methods of playing, such as tapping, scraping and shaking. They then composed, wrote and played their own version of a short tune. This task was undertaken by the whole class and was organised by the teacher so that the pupils in Year 2 could perform at greater length and with more precision than their younger classmates.
106. By Year 6, pupils have not developed over time the expected range of knowledge, understanding and skills in several aspects of the curriculum. Their singing is satisfactory and reflects regular teaching in the past and performance in assemblies and concerts. However, their performance with instruments is at a lower than average level. They do not find it easy to play instruments independently or to interpret a simple written score. Their knowledge of musical terms and vocabulary is limited and they have had too few opportunities to compose their own pieces. Pupils have a reasonable recall of a range of styles of music, but struggle to remember composers or to compare and contrast the different styles.
107. Teaching and learning are satisfactory. Both the lessons seen were ambitious and reflected high expectations of what pupils can do. Lessons are planned effectively to cater for the pupils' current levels of attainment in all age groups. Support staff are used well to enable pupils to work in separate age groups, so that tasks can be targeted at an appropriate level. Pupils make satisfactory progress in lessons. This includes the oldest pupils, although their progress is not yet rapid enough to bring them up to the levels of attainment seen in most schools. The progress of pupils with special educational needs is sound. Many of these pupils respond well to the practical and expressive nature of the activities that are offered. Pupils are enthusiastic in lessons and their behaviour is satisfactory. However, the oldest do not show the maturity and control that could be expected for their age at times. The classroom for Years 3 to 6 is small for the organisation of practical activities and this is a constraint. The school could consider using its small hall more frequently for this subject. The staff give pupils regular feedback on their work so that they know how well they are doing. In Years 1 and 2, the teacher compiles good quality class books of pupils' work. These include examples of their compositions and promote the pupils' pride in their efforts. Pupils of all ages are currently

given opportunities to listen and respond to a range of music from various styles and traditions, such as the South American panpipe tunes played in assembly during the inspection.

108. The leadership and management of the subject are satisfactory. The curriculum is kept under regular review and the subject leader has rightly identified the need for units of work to be covered in sufficient depth for pupils' learning to be more effective. Manageable assessment procedures are being developed. There is a good action plan for improvement for the subject. It includes developing links with other local schools to improve the quality of provision further.

## **PHYSICAL EDUCATION**

109. During the inspection it was possible to observe only two games lessons. However, the school provides the full range of activities required by the National Curriculum, including gymnastics, dance and swimming. Older pupils take part in outdoor and adventurous activities, such as rock climbing, on the residential weekends they attend.
110. The standards observed in the games lessons were similar to those seen in most schools. In Year 2, pupils show average ball skills for their age when playing 'Piggy in the middle', but they have a limited understanding of the strategies necessary to succeed in the game. By Year 6, pupils' catching and throwing skills reflect the expected range for their age and they are able to follow the instructions they are given for holding a cricket bat. However, because of the time taken for all the pupils to understand the instructions, there was no opportunity in the lesson seen for them to put their skills to the test in a game situation.
111. The overall quality of teaching is satisfactory. Teachers ensure that pupils warm up and cool down, although sometimes there is insufficient time for them to cool down at the end of the lesson. Activities are generally pitched at an appropriate level for pupils, although sometimes too many activities are going on for a particular skill to be reinforced adequately.
112. It was not possible to make a judgement on standards in the other activities, although the school's records indicate that, by the time they leave school, the majority of pupils are swimmers. The hall is inadequate for a whole class to do gymnastics at the same time, but teachers overcome this by taking a half class at a time.
113. The management of the subject is satisfactory. The school has sufficient resources for physical education and has a very good, well-maintained outside field. It makes good use of teachers from one of the local secondary schools to provide instruction in different games activities, as well as an instructor from a local sports company, who supplements the opportunities in lessons by an after-school club. Pupils participate in an inter-school games festival, in which they have met with some success.

## **RELIGIOUS EDUCATION**

114. The standards pupils achieve in religious education are broadly in line with those expected by the local authority's agreed syllabus.
115. In Year 2, pupils are able to describe some of the people who help them in their lives and are aware of the different communities to which they belong, such as the family or school. They understand how symbols are used in some of the major world faiths and can, for instance, identify some of the features in a synagogue. They know about events in the Christmas and Easter stories from the Christian tradition. They are not yet, however, able to express in writing their own reaction to these events.

116. In Year 6, pupils have developed their understanding of the use of symbolism, for instance in stained glass windows in a church or the position of the hands in a statue of Buddha. They also understand why Muslims do not use images of people. They have begun to understand the significance of stories, such as that about the birth of Jesus to a Christian. They are familiar with stories from the Old Testament, such as the account of the judgement of Solomon. They have some understanding of Hindu practices, but have not yet developed a knowledge of Sikhism. They do understand, however, the importance of showing respect for the religious beliefs of others, and the subject makes an important contribution to their personal development.
117. There was no opportunity to observe any religious education lessons during the inspection, but, from the evidence of pupils' work and discussions with them, teaching is satisfactory. The co-ordinator is aware of the need to re-examine the coverage of the different religions required by the local authority's agreed syllabus, and makes judicious use of national guidance. The school has good procedures in place to check on the progress pupils have made after each unit of work. It does not, however, have sufficient artefacts to help teachers in their teaching of all the world faiths. Pupils are not given the opportunity to visit places of worship of faiths other than Christianity, or listen to visitors from these faiths. The subject contributes well to the development of pupils' literacy skills, as they are given the opportunity to re-write stories such as those about Christmas and Easter.