

# INSPECTION REPORT

## **SALHOUSE VOLUNTARY CONTROLLED PRIMARY SCHOOL**

Salhouse, Norwich

LEA area: Norfolk

Unique reference number: 121053

Headteacher: Mrs. K. Dukes

Reporting inspector: Alison M. Cartlidge  
OIN 23609

Dates of inspection: 6<sup>th</sup> – 9<sup>th</sup> May 2003

Inspection number: 248217

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: Voluntary Controlled  
Age range of pupils: 4 -11 Years  
Gender of pupils: Mixed

School address: Cheyney Avenue  
Salhouse  
Norwich  
Norfolk

Postcode: NR13 6RJ

Telephone number: 01603 720402

Fax number: 01603 720402

Appropriate authority: Governing Body

Name of chair of governors: Mr. P. Jefford

Date of previous inspection: November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23609	Alison M. Cartlidge	Registered inspector	Foundation Stage Science Art and Design Design and Technology Music	The school's results and achievements  How well is the school led and managed?
1112	Peter Oldfield	Lay inspector		Pupils' attitudes, values and personal development  How well does the school care for its pupils?  How well does the school work in partnership with parents?
23239	Mike Capper	Team inspector	Mathematics Information & Communication technology Physical Education Religious Education Special Educational Needs	How well are pupils taught?
23658	Stephen Parker	Team inspector	English Geography History Educational Inclusion	How good are curricular and other opportunities?

The inspection contractor was:

Barron Educational Company Limited, Hendre, Loudwater Lane, Rickmansworth, Hertfordshire, WD3 4AN.

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Alexandra House  
33 Kingsway

London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Salhouse Voluntary Controlled Primary School is situated in the village of Salhouse on the edge of the Norfolk Broads. It has a rising roll with 144 pupils between the ages of four and eleven. Pupils are taught in six classes. Four have one age group, and Year 4 pupils are divided between the classes for Year 3 and Year 5. Most pupils come from favourable home backgrounds and live in the village and surrounding area. Three per cent of pupils take free school meals and this figure is below average for the country. Assessments carried out when children first start school in the reception class show that attainment varies from year to year with attainment in the last two years being above average. The number of pupils identified as having special educational needs is eleven per cent and three pupils are awaiting statements of special educational need. These figures are below the national averages and include several pupils with specific learning difficulties or emotional and behavioural difficulties. Two pupils were on fixed term exclusions during the inspection. No pupils at the school speak English as an additional language. The headteacher is responsible for teaching a class two days a week and has a heavy workload.

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

The school provides a satisfactory standard of education for its pupils, with attainment being broadly average at the end of Year 2 and Year 6. The headteacher provides a clear educational direction for the work of the school and is supported by enthusiastic and hardworking members of staff and governors. Most pupils are happy at school and develop good attitudes towards learning. Teaching is satisfactory overall with just over half the lessons being good or better. The school provides sound value for money.

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

- The headteacher and deputy headteacher provide good pastoral care for members of staff and the pupils.
- Financial planning is rigorous and funding is used effectively.
- There is good provision for the pupils' spiritual, moral, social and cultural development.
- Pupils with special educational needs are supported effectively enabling them to make good progress.
- There are good relationships among members of staff and the pupils.
- Teachers make effective use of the local community and other resources to make learning interesting.

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

- Attainment in writing.
- The curriculum and provision for teaching information and communication technology (ICT).
- The level of challenge for higher attaining pupils planned and provided by teachers.
- Opportunities for pupils to show independence and to take the initiative in their learning.

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

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

The school has made satisfactory progress since the last inspection in November 1997. Whilst attainment and progress and the quality of teaching have remained broadly the same, there have been improvements in the schemes of work, the role of subject leaders and provision for multicultural education. Members of staff and governors are committed to raising standards and have identified the need to develop pupils' writing and opportunities to use ICT.



## STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	2000	2001	2002	2002
English	A	C	B	C
Mathematics	A	B	C	D
Science	C	A	C	E

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

Children in the reception class are on target to exceed the expectations of the nationally recognised 'Early Learning Goals' in communication, language and literacy and mathematical development. They are on target to meet expectations in all other areas of learning. Children make good progress in communication, language and literacy. Inspection findings are that in the present Year 2, pupils' attainment is broadly average in English, mathematics and science. In Year 6, it is average in mathematics, reading and science but is below average in writing. The number of pupils in each year group is small and test results at the end of Year 2 and Year 6 have fluctuated over the last four years, depending on the number of pupils with special educational needs in each group. The overall trend in pupils' attainment is broadly in line with that found nationally and in 2002 the school exceeded the targets it set for English and mathematics by the end of Year 6.

In the 2002 National Curriculum tests at the end of Year 6, the number of pupils achieving the expected level (Level 4) was above average in mathematics, well above average in English and in the top five per cent nationally in science. However, the number achieving the higher level (Level 5) was average in English and mathematics and well below average in science.

In the 2002 National Curriculum tests at the end of Year 2, results were above the national average in writing, below average in reading and well below average in mathematics when compared with all schools nationally. Teacher assessments in science showed that standards were in the top five per cent nationally at the expected level (Level 2) but below average at the higher level (Level 3). When compared with schools in similar circumstances, attainment was above average in writing, well below average in reading and in the bottom five per cent nationally in mathematics.

Throughout the school there is insufficient evidence to form a judgement on pupils' attainment and progress in information and communication technology (ICT) and insufficient use is made of pupils' ICT skills to extend their learning in other subjects. Pupils' attainment is satisfactory in other subjects. Overall, pupils make satisfactory progress, with those with special educational needs, making good progress towards the targets set in their individual education plans. Higher attaining pupils are not always given enough challenge, particularly in their written work and this means that they make insufficient progress over time, particularly in written work in science, geography, history and religious education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are happy at school and stay on task in lessons. However, pupils do not always take care with their written work leading to unnecessary errors and untidiness.
Behaviour, in and out of classrooms	Satisfactory. Most pupils behave well in lessons and at playtimes. However, there is a high incidence of exclusions amongst a small number of pupils.

Personal development and relationships	Satisfactory overall. Pupils have good relationships with each other and members of staff. They take responsibility well but do not take the initiative sufficiently in their learning by working independently.
Attendance	Good. Rates of attendance are above average and pupils are punctual.

## TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall with just over half the lessons being good or better. Throughout the school, teachers have good relationships with the pupils and manage behaviour well. Teaching assistants make a valuable contribution to pupils' learning, especially pupils who have been identified as having special educational needs, enabling them to be included in most lessons. Effective use is made of a sports coach to teach games.

In the reception class, there is good teaching of basic skills in communication, language and literacy. Members of staff are calm, caring and patient, and good use is made of praise to develop self-esteem. However, children have few opportunities to take the initiative in their learning and higher attaining children are not always challenged enough in mathematical development.

In Years 1 to 6, a range of teaching methods, including individual, group and class work is used effectively. However, teachers' lesson planning is not always specific enough about what pupils of differing ability are expected to learn, resulting in a lack of challenge for more able pupils in some lessons. Whilst numeracy is taught well, teachers do not have high enough expectations for pupils' written work and not all members of staff are confident in using ICT to support learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Whilst all subjects are included in the curriculum, the school's strategy for literacy is not successful in promoting satisfactory standards in writing and children in the reception class have limited opportunities for purposeful play other than on Friday afternoons.
Provision for pupils with special educational needs	Good. Pupils' individual education plans are clear. Teaching assistants give pupils effective support in lessons and provision is managed well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils have good opportunities to develop a wide range of skills during assemblies, lessons and school council meetings. Members of staff are good role models and plan good opportunities for pupils to learn about other cultures.
How well the school cares for its pupils	Satisfactory overall. Whilst members of staff ensure the welfare of pupils, information about pupils' progress is not used consistently to help plan suitable work for more able pupils.

The school has a satisfactory partnership with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The enthusiastic headteacher and deputy headteacher are successful in motivating members of staff. Subject leaders are keen to extend their responsibilities and develop their subjects.
How well the governors fulfil their responsibilities	Satisfactory overall. The governing body fulfils its responsibilities appropriately and provides support and encouragement. Governors provide particularly valuable support in financial planning. Almost half of the governors are relatively new to the role and have started to develop new ways of monitoring the school's work.
The school's evaluation of its performance	Satisfactory. All subjects are monitored on a three-year cycle and the main strengths and weaknesses of the school are understood. However, self-evaluation is insufficiently rigorous to aid quick development.
The strategic use of resources	Satisfactory. Funding, including specific grants is used appropriately to support the educational priorities that have been identified. The school is beginning to apply the principles of best value by assessing the impact of additional support on standards.

The school secretary is very friendly and efficient. Well-trained teaching assistants, a sports coach, and midday supervisors make a valuable contribution towards pupils' learning. Accommodation at the school is adequate to meet the needs of the curriculum. The school grounds are attractively laid out with many interesting facilities to keep pupils gainfully occupied during playtimes. However, some classrooms are cramped and the main pupils' lavatories are outside in an unsightly temporary building which has been on-site for about thirty years. There is one lavatory for members of staff and this is inadequate. Overall, educational resources are good.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The quality of teaching.</li> <li>• Members of staff are approachable.</li> <li>• Pupils make good progress and are expected to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>• Information on pupils' progress.</li> <li>• The challenge provided for higher attaining pupils.</li> <li>• Opportunities for purposeful play in the reception class.</li> <li>• Activities outside lessons.</li> </ul>

The inspection team agrees with most of the parents' views. Members of staff are friendly and approachable and pupils work hard in lessons. However, higher attaining pupils are not always given challenging work and this reduces the progress they make and the effectiveness of teaching over time. There are too few opportunities for purposeful play in the reception class. The two opportunities for parents to discuss their children's progress in formal meetings are either too early or too late in the school year to enable parents to become more involved in their children's education. There are fewer clubs than are seen in most schools.

## **PART B: COMMENTARY**

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

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

- (1) Attainment on entry to the school in the reception class varies from year to year and has been above average for the last two years. Children in this class are on target to exceed the expectations of the nationally recognised 'Early Learning Goals' in communication, language and literacy and in mathematical development. They are on target to meet expectations in all other areas of learning. Children make satisfactory progress overall with good progress being made in communication, language and literacy and by pupils with special educational needs.
- (2) Pupils' attainment is on target to be in line with the national averages by the end of Year 2 in English, mathematics and science. In Year 6, it is on target to be in line with national averages in mathematics, reading and science but below the national averages in writing. The number of pupils expected to achieve the higher level (Level 5) by the end of Year 6 is below average in writing and science.
- (3) In the 2002 National Curriculum tests at the end of Year 6, results were above average overall in English and average in mathematics and science when compared with all schools. The number of pupils achieving the expected level (Level 4) was above average in mathematics, well above average in English and in the top five per cent nationally in science. However, the number achieving the higher level (Level 5) was average in English and mathematics and well below average in science pulling the overall results down. When compared with schools in similar circumstances, attainment was average in English, below average in mathematics and well below average in science. However, the number of pupils in each year group is small and test results have fluctuated over the last four years, depending on the number of pupils with special educational needs in each group. The overall trend for the school is broadly in line with that found nationally, with test results in 2002 being broadly the same as at the time of the last inspection.
- (4) In the 2002 National Curriculum tests at the end of Year 2, results were above the national average in writing, below average in reading and well below average in mathematics when compared with all schools nationally. The number of pupils attaining the higher level (Level 3) was well above average in writing, below average in reading and well below average in mathematics. The teacher's assessments in science showed that standards were in the top five per cent nationally at the expected level (Level 2) but below average at the higher level (Level 3). When compared with schools in similar circumstances, attainment was above average in writing, well below average in reading and in the bottom five per cent nationally in mathematics. Current standards at the end of Year 2 are broadly the same as at the time of the last inspection.
- (5) There is insufficient evidence to form a judgement on attainment and progress in music by the end of Year 2 and in information and communication technology (ICT) throughout the school. Insufficient use is made of pupils' ICT skills to extend their learning in other subjects. Pupils' attainment is satisfactory in other subjects and has been maintained since the time of the last inspection.
- (6) Throughout the school, pupils make satisfactory progress overall, with those with special educational needs, making good progress towards the targets set in their individual education plans. Higher attaining pupils are not always given enough challenge, particularly in their written work and this means that they make insufficient progress over time, particularly in science, geography, history and religious education. The school has not yet identified any gifted and talented pupils.
- (7) Pupils' numeracy skills are used to support learning in other subjects, such as in design and technology and science. The use of literacy skills to support other subjects is limited.
- (8) The school exceeded the targets it set for English and mathematics in 2002. Procedures for tracking pupils' progress are being developed to help make target setting more accurate. Most parents are happy with the standards their children achieve, although some identified correctly the

need to challenge higher attaining pupils more.

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

- (9) Most pupils like coming to school and have good attitudes to learning. They particularly enjoy practical activities, work hard in lessons and are keen to take part in the range of activities provided. Pupils are well supervised by adults enabling them to listen carefully in most lessons and to stay on task. Pupils' behaviour is satisfactory overall. A small number of pupils have been identified as having emotional and behavioural difficulties. These pupils are managed well by members of staff and are included in as many activities as possible. However, during the inspection two pupils were on fixed term exclusions for instances of extreme behaviour. Evidence shows that there is a high level of fixed term exclusions at the school. These cases are dealt with appropriately. The behaviour of other pupils is good and they move around the school sensibly, talk companionably in the dining room and play together well. Children in the reception class are polite and friendly and show confidence when speaking to each other and adults. The good attitudes shown at the time of the last inspection have been maintained. However, not all pupils take care with their written work resulting in unnecessary errors and untidiness.
- (10) Some pupils and their parents expressed concerns about instances of bullying. There were no signs of bullying, sexism or racism seen during the inspection and most pupils form good relationships with members of staff and with each other. Pupils appreciate the help they are given by teachers and members of support staff. Most pupils have a good awareness of specific rules and these are well displayed around the school. For example, there are clear rules for lunch times and pupils understand when it is their turn to use the adventure playground and follow these rules sensibly. Pupils are particularly pleased to act as monitors performing tasks around the school, such as distributing and collecting registers.
- (11) Pupils are confident and are pleased to talk with visitors. They behave responsibly when given the opportunity. For example, they ensure that no litter is left outside. Pupils enjoy contributing ideas to the school council and this is very well organised by one of the teachers. Older pupils form an executive committee of officers, with each class having representatives. Class representatives are responsible for collecting the views from their peers and for presenting these to the council. These pupils talk about their work with great maturity. A weakness in the pupils' personal development is the lack of opportunity to take the initiative in their learning by planning and editing their own work or carrying out independent research. Satisfactory personal development and relationships have been maintained since the time of the last inspection.
- (12) There is good attendance and pupils arrive at school punctually.

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

- (13) The quality of teaching is satisfactory overall, with just over one in two lessons being good or better. One lesson only was unsatisfactory. The percentage of good and satisfactory teaching is broadly the same as that found at the time of the last inspection.
- (14) Throughout the school, teachers are hard working. They make learning interesting, using resources and educational visits to bring subjects alive. During the inspection, teachers planned many opportunities for pupils to experience, at first hand, the topics that they were studying. For example, in a science lesson in Year 2, pupils looked at bicycles in the classroom as well as the teacher's car. A visit to the church for pupils in Year 1 helped them to learn the names of the different parts of the building.
- (15) The use of teaching assistants is a key strength throughout the school. They make a very valuable contribution to pupils' learning, especially those who have been identified as having special

educational needs. Teaching assistants have a clear understanding of their role and give good levels of support when working with a group of pupils. Work for pupils with special educational needs is carefully planned and is closely linked to the targets set in their individual education plans. As a result, these pupils have their needs met well, especially in English and mathematics, where the level of support is greatest.

- (16) In the reception year, basic skills in communication, language and literacy and some aspects of personal, social and emotional development are taught well. The teacher and teaching assistant are calm, caring and patient, and have a good knowledge of the needs of individual children. Good use is made of praise to develop self-esteem and children are encouraged to relate well to each other and behave sensibly. However, children get few opportunities to make choices or to take responsibility for their own learning and too much work is directed by the teacher at the expense of purposeful play. This hinders the speed at which children learn to take the initiative in their learning. Reading and writing skills are taught well and children's individual needs are met effectively. In literacy lessons, there is appropriate challenge for more able children, with the teacher using questioning effectively to extend learning. This level of challenge is less evident in other lessons, with children often working on the same activity whatever their ability.
- (17) In Years 1 to 6, key strengths are the way that behaviour is managed and the effective use of a range of teaching methods, including individual, group and class work. For example, in a very good literacy lesson in Years 3 and 4, each element of the lesson very effectively supported learning. There was a good pace to the whole class work at the start of the lesson, with tasks clearly explained. Pupils then worked in small groups and individually as they drafted pieces of writing using alliteration before coming back together again as a whole class to share their work.
- (18) Relationships between teachers and pupils are good and all members of staff are caring and patient, showing a good concern for pupils' personal development. There are good opportunities for collaborative work, for example when using laptops in lessons in Year 6, although pupils are not encouraged sufficiently to take the initiative in their learning, for example, by carrying out research or planning their own ways of recording work in science.
- (19) Although, there was much good teaching during the inspection, teaching is only satisfactory overall because a scrutiny of pupils' previous work shows that expectations are not always high enough, with there being too little challenge for more able pupils in subjects such as science, history, geography and religious education. Teachers' lesson planning is not always specific enough about what pupils of differing ability are expected to learn during a lesson and, where there is good practice it is not shared. In addition, where different subjects are taught together as part of a topic the lesson objectives are not always focused enough to ensure that all subjects are taught in sufficient depth.
- (20) The other aspect of pupils' learning where expectations are not high enough is in how well they are expected to present their work. Teachers do not do enough to encourage pupils to take care with the presentation of their work. When work is untidy, teachers rarely comment on this when marking work. As a result, presentation does not improve, and careless errors are made in recording work. There are few displays around school that set an example to pupils, showing them how well their work should be presented. Pupils' work is regularly marked and some teachers write helpful comments to identify what needs to be improved. Where this happens, pupils can take greater responsibility for their own learning.
- (21) Teachers' subject knowledge is variable in quality. In physical education, where teaching is good, the sports' coach who has specialist knowledge of the subject has a good impact on learning. In contrast, some members of staff lack confidence in using ICT to support learning, and there is occasional weakness in teachers' understanding of the expectations of the literacy strategy. This has a negative impact on the development of writing skills, where progress is sometimes unsatisfactory. In numeracy, teachers are generally more confident, and key skills are usually developed effectively. Planning takes greater account of differing needs of pupils, and more able pupils are suitably challenged in most lessons. This was seen to good effect in a lesson in Year 2,

where pupils were given tasks using a 100 square that were varied according to their previous learning

- (22) A number of parents expressed concern about the provision of homework. Inspection findings are that arrangements for homework are satisfactory. Teachers plan interesting homework in a range of subjects such as English, mathematics and science. Pupils report that they enjoy this work, especially in Years 3 and 4 where interesting research projects in subjects such as history motivate pupils well.

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

- (23) The school offers a satisfactory curriculum, which includes religious education and all required subjects of the National Curriculum. Official recommendations and guidelines have been adopted for all subjects. Older pupils now experience adventurous activities on a residential visit, and this is an improvement since the last inspection. Members of staff work hard to plan interesting and relevant experiences, including a wide range of visits and special events, and the success of this approach is evident in the enthusiasm of most pupils for school, and their good attitudes towards learning. The school is taking part in the 'Thinking schools, thinking children' project and is seeking ways of developing the curriculum to meet pupils' differing learning styles.
- (24) Coverage of the curriculum is planned well ahead in outline, on a two-year cycle for Years 1 and 2 and a four-year cycle for Years 3 to 6, so that pupils in mixed age classes do not repeat the same work. It is a good feature that the school has taken advice from the local authority and has access to schemes of work that take mixed age classes into account. At present, only pupils in Year 4 are divided between two classes, with the oldest being taught with Year 5 and the youngest with Year 3. The teachers of the two classes plan together to ensure that all Year 4 pupils are given a similar challenge across broadly similar coverage. This is satisfactory in principle, but the practice needs review and more careful monitoring because lesson observations and pupils' books show a significant difference in the coverage and level of challenge in some mathematics lessons for the Year 4 pupils in the two classes.
- (25) The national strategies for literacy and numeracy have been adopted, and planning is appropriately based on their official frameworks. Work in mathematics is planned to take account of the needs of different groups across the range of attainment in each class. The close match of work to needs is proving successful in most lessons. Some use of mathematics skills is planned into other subjects, notably science and geography, though this could be developed further.
- (26) The literacy strategy is not having its intended effect. When the content of other subjects is taught in the literacy hour, literacy targets are too often obscured and they are not followed up rigorously enough in reading and writing tasks in other subjects. Pupils need more opportunities to develop independence in planning and proof reading their own writing and in reading for information. However, the school is making effective use of officially recommended literacy programmes to guide the intensive instruction of small groups of pupils with lower attainment. As a result, these pupils make good progress to help them achieve well in national tests.
- (27) Teachers are imaginative and ingenious in planning connections between subjects. Much of the work in reception to Year 2 is planned around a series of topics, and this is successful in stimulating pupils' interest. There are also many strong connections between different subjects in Years 3 to 6, notably the link in local studies between geography and history. However, lesson objectives are not always focused closely enough to develop learning to the full in any one of the subjects concerned, and the broad range of the approach can mean a lack of depth and focus in pupils' recorded work. This affects more able pupils in particular, making it difficult for them to reach the higher levels for their age in specific subjects. The effects were particularly noted in science in Years 1 and 2, and in English, science, geography, history and religious education in

Years 5 and 6.

- (28) All parts of the information and communication technology programme are taught but provision is not consistent across the school. Significant use is made of computers in some classes such as in Year 6, where the teacher is confident and experienced, but not in others. This means that pupils do not have enough opportunity to use and develop skills and their progress is uneven.
- (29) There is a satisfactory programme of study for personal, social and health education. It includes relevant aspects of citizenship, health education and drugs awareness. Class discussions called "circle time" allow issues of concern to be raised. Sex education is taught with the assistance of the school nurse and the approval of the governing body and parents.
- (30) All pupils have equal opportunity to benefit from most aspects of the curriculum, and the effect is satisfactory overall. Provision for pupils with special educational needs is good overall and it is managed effectively. These pupils are provided with detailed individual education plans that set out specific, realistic, measurable targets to guide their academic and personal development. Their targets are regularly reviewed and appropriately updated so that they make consistently good progress. Planning identifies how the main lesson activities are to be adjusted so that pupils with special needs and lower attainment can take a full part. Support is successfully adjusted to the needs of individual pupils, focusing on educational or emotional development as appropriate. However, for safety reasons some pupils have not been included on educational visits. Teaching assistants are well trained and give good support in lessons to pupils with special educational needs, helping them to make good progress in English and mathematics. Pupils who have been identified as having emotional or behavioural problems are integrated into lessons as far as is possible. When these pupils work outside a group, there is a good focus on developing social skills through projects such as the 'circle of friends' in Year 2, with the aim of eventually ensuring full integration. In contrast, planning does not consistently identify provision for pupils with the potential to reach the higher levels specified for their age. Many instances were noted in planning and previous work in all subjects where the level of difficulty of the instruction, the kinds of tasks and the expectations for resulting work were the same for all pupils in the class, regardless of age and ability. Significant exceptions were seen, for instance in the Year 3/4 class, where homework and extension tasks are well planned to allow such pupils to develop their ideas in full. Overall, a lack of consistent planning aimed at boosting the progress of more able pupils makes it difficult for them to reach their full potential over time. Gifted and talented pupils are not formally identified.
- (31) There is a satisfactory range of out-of-class activities, varying through the year including French and gardening. There is a bell playing group, which performs for parents and public. Parents have led computer and recorder clubs. Several pupils belong to the area school choir. The football club is open to older boys and girls. At the time of the inspection, eleven older boys were responding well to the good coaching offered, and the school team has competed successfully against other schools. There is also a popular sports club, for which a fee is charged. However, there are fewer sports clubs than are found in most schools.
- (32) The local community is used well to extend the curriculum. Pupils study the history and geography of the locality and further afield, helped by contacts with a large farming concern and the Broads Authority. The school takes a full part in local festivals and competitions. Pupils have made a tile mosaic to be displayed in the village hall. Visitors from the church and other walks of life come to talk about their roles in society. There are good links with other village organisations such as the playgroup.
- (33) Good contacts have been developed with partner institutions. Members of staff speak highly of the benefits of the local primary school network for their professional development. Pupils wrote moving letters of appreciation to the retiring leader of the local playgroup that many of them had attended. Pupils and staff of the main receiving high school visit to meet Year 6 leavers to ensure they make a smooth transfer to the next stage in their education. In their final weeks at the school, leavers begin project work that is continued in the high school, and this is proving very helpful in settling them in.



- (34) Provision for pupils' personal development is a strength of the school. It is good in all elements, including spiritual, moral, social and cultural. This is an improvement since the last inspection, when provision was good in the social aspect and satisfactory overall.
- (35) Spiritual provision clearly reflects the school's religious affiliation. Daily assemblies include an act of worship. Pupils behave respectfully, joining in prayers and hymns, showing that they know the words by heart and understand them. Morning lessons end with a prayer. There are well-developed links with the local church, and younger pupils seen on a visit there showed a strong emotional response to the experience of organ music and stained glass windows. Teachers plan experiences in lessons to excite deeper response, for instance in studying the wildlife area in science. Older pupils develop well reasoned views on environmental issues.
- (36) Teachers and other adults are good role models in showing care and concern for others. They are firm and consistent in stressing the school's expectations for truthfulness, honesty and care for the welfare and property of others. They encourage pupils to think about the consequences of their actions and set themselves goals. Pupils respond well to this, showing concern for those with special needs and helping to raise funds for charity, hence widening their awareness of others less fortunate.
- (37) Class discussions focus their thoughts on beliefs and values in relation to their own lives. Their behaviour is guided by clear simple rules, and pupils are directly involved in writing rules for their own class each year.
- (38) There is a harmonious atmosphere in classes and around the school. Pupils help willingly with regular duties, and some take on special responsibilities, as librarians for instance. The school council is a valued part of school life, involving selected pupils from each class in decision-making but involving all pupils in discussing its agenda. Older pupils read to younger ones and play with them at playtimes. Lessons usually include activities that help pupils to practice and develop their social skills through working with friends in pairs or groups. Pupils in Years 5 and 6 learn to live and work together away from home on a residential visit. Pupils have insufficient opportunities to plan their own work and develop independent study skills, using reference books and information technology.
- (39) The school has made good progress since the last inspection in developing provision for multicultural education, using resources and contacts offered by the local authority, the university and consultants in the area. Lessons in art, geography, history and music promote understanding of our own and other cultural traditions. Assemblies and topics in religious education include reference to festivals and beliefs of other faiths. Visitors to the school talk about and demonstrate key elements of their traditions and beliefs. Staff and pupils joined other schools in a day of multicultural activities, including dance and art.

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

- (40) The school is a caring community and all members of staff are committed to nurturing the pupils' personal and social development. The school's commitment to personal and social education via the school council, the use of 'circle times' to share views, contribute well to these aspects of pupils' learning. The provision made to encourage pupils to take the initiative in their learning is less consistent and insufficient. Child protection procedures are managed with professionalism and members of staff have good knowledge of the requirements.
- (41) Pupils' welfare has a high priority. Trained first aiders deal with minor accidents in an effective, calm and sympathetic way. Appropriate testing of fire fighting and electrical apparatus is carried out. Regular fire drills have been held. Most parents agree that members of staff are caring and inspection evidence supports this view.

- (42) The school has good electronic procedures for monitoring and improving attendance. The few instances of late or absent pupils are recorded appropriately. Parents are expected to contact the school over all absences and appropriate contact is maintained with the education welfare service.
- (43) The procedures for monitoring and promoting good behaviour are satisfactory. There is a clear behaviour policy and anti-bullying policy. Lunch-time supervisors have a clear understanding of the expectations outlined in the policies and implement them successfully. There are school, class and lunch-time rules displayed clearly around the school and fully understood by pupils. During a visit to a local church, pupils displayed an avid interest, asked questions, and showed exceptionally good behaviour because they were very well supervised.
- (44) The school has satisfactory procedures for assessing pupils' attainment. Appropriate use is made of standardised tests to measure attainment at the end of each year and test data for pupils at the end of Year 6 is analysed carefully to show strengths and weaknesses in a subject. In the reception year, the teacher keeps helpful profiles of children's attainment indicating progress in the different areas of learning. In subjects such as history, geography and religious education, teachers' records, which are completed at the end of each unit of work, identify the pupils who have achieved more than expected as well as those who will need additional support in the future. However, whilst the school's assessment procedures provide some helpful information, the use of assessment data to inform planning is unsatisfactory. Although assessments identify higher attaining pupils, too little account is taken of this information to help in the planning of future work. As a result, there is sometimes a lack of challenge for these pupils. In contrast, good assessment procedures for pupils with special educational needs mean that they are identified as soon as a concern arises and are then given good quality support, closely matched to their individual needs.
- (45) The procedures for monitoring and supporting pupils' personal development are satisfactory. The needs of most pupils are met well. Outside specialists support the school when necessary. School is generally a happy place, where most pupils are confident and establish good relationships. The school has appropriate plans to develop a nurture group to support pupils with emotional and behavioural difficulties more effectively. The school has maintained the caring environment noted at the time of the last inspection.

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

- (46) The school has a satisfactory partnership and links with its parents. Most parents are supportive of the school's work and find members of staff to be approachable. They are especially pleased with the quality of teaching, the progress the pupils' make and the way the school expects pupils to work hard. About a third of parents who responded to the questionnaire were unhappy with the information they receive on pupils' progress. Concerns were also expressed about the challenge provided for higher attaining pupils, the opportunities for purposeful play in the reception class and the activities provided outside lessons. Inspection evidence agrees with the parents' views. However, the effectiveness of teaching is lessened when the needs of higher attaining pupils are not met in lessons. The school provides detailed annual reports on pupils' progress that show parents what pupils need to do to improve. However, there are too few formal opportunities for parents to meet teachers to discuss progress. The school has recognised parents' concerns and plans to offer a termly discussion in the future. Nevertheless, teachers are happy to talk with parents on an informal basis as the need arise. Teachers keep good records of parents' comments and react well to any concerns. Whilst parents and grandparents are pleased to help in visits around the area and outings, the number regularly helping in classes is very low. The partnership with parents has remained the same as at the time of the last inspection.
- (47) The quality of information provided for parents is satisfactory overall. The school encourages parents to comment on aspects of the school's work. For example, parents recently completed a questionnaire about sex education. There are some minor statutory omissions in the school brochure and in the governing body annual report.

- (48) A number of parents are unhappy with the provision for extra-curricular activities. Inspection findings are that whilst there have been several clubs offered in the past, at the moment there is only a football club, bell playing and a fee paying sports club. Overall, the provision for extra curricular events is satisfactory because the school makes effective use of educational visits to enhance the curriculum.
- (49) A small group of parents provide good support for the 'Friends Association' and have provided the school with valuable resources as well as enhancing the social provision. For example, they have purchased playground equipment and organise fun community events such as the 'family walk'.

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

- (50) The leadership and management of the headteacher and senior members of staff are satisfactory and there is a clear educational direction to the work of the school. This is an improvement since the time of the last inspection when the role of subject leaders was unsatisfactory. The headteacher has responsibility for a class two days a week and this means that she has a heavy workload. In addition, recent difficulties managing the behaviour of some pupils with emotional and behavioural difficulties have been time consuming and have limited overall effectiveness in other aspects of the school's work. Most parents respect members of staff and are pleased with the way the school is being led and managed.
- (51) The enthusiastic headteacher and deputy headteacher give good pastoral support to colleagues and take an active part in morale boosting initiatives such as 'investors in people' and the 'well-being' project. All members of staff are valued as individuals and have good opportunities to attend training to develop their roles. These initiatives have been successful in motivating members of staff, who are positive and keen to extend their responsibilities, and have a shared commitment to success and raising standards. Subject leaders have worked hard to develop new policy documents and procedures. However, not all have had sufficient time to have an impact on standards or are being followed consistently by all members of staff. Not all subject leaders have had the opportunity to monitor teaching and learning in their subjects to ensure that good practise is shared. Members of staff who are new to the school are supported appropriately.
- (52) The provision for pupils with special educational needs is well managed by the new special educational needs co-ordinator (SENCO). She has ensured that all the recommendations of the new Code of Practice for special educational needs have been implemented. Liaison between the school and external agencies is effective. Clear individual targets are set out in pupils' individual educational plans.
- (53) Overall, the governing body fulfils its responsibilities appropriately. It provides support and encouragement for the school and is involved in school development planning. Governors provide particularly valuable support in financial planning. Most governors are relatively new to the role and have started to develop new ways of monitoring the school's work more formally. They have some understanding of the school's general strengths and weaknesses and have identified the need to develop self-review. However, not all the statutory requirements are in place with some omissions in the school brochure and governors' annual report to parents. For example, information on the governors' policy for special educational needs and rates of absence are missing.
- (54) The school has satisfactory systems for monitoring its performance. There is a helpful plan for monitoring each subject to lighten the burden in any academic year. However, self-evaluation is over generous and explanations are sometimes made for difficulties rather than considering what could be improved. There are appropriate systems in place for appraisal and performance management. The monitoring of teaching is satisfactory overall, although most areas identified for improvement relate to behaviour management.
- (55) There is an appropriate school development plan that provides a clear direction for long term development. Realistic and appropriate priorities are identified each year. However, there is limited

evidence to show how previous developments have been evaluated and some priorities remain from the previous year because action taken to improve standards has been insufficient.

- (56) The school exceeded the targets set for the expected level (Level 4) in English and mathematics in National Curriculum tests at the end of Year 6 in 2002. However, the school's system for setting individual targets from year to year is not kept up to date in all classes and this means that progress is more difficult to monitor during the academic year.
- (57) Teaching assistants and midday supervisors make a valuable contribution towards pupils' learning. They are well-trained and skilful, and work hard supporting groups of pupils. They provide particularly effective support for less able pupils and those with special educational needs, enabling them to take a full part in most lessons. Effective use is made of a sports coach to teach games throughout the school.
- (58) Financial planning is effective. Funding, including specific grants, is used appropriately to support the educational priorities that have been identified. The large carry forward from the previous year has been used effectively to provide additional staffing. The day-to-day management of the school office is carried out effectively by the headteacher and a very friendly school secretary. Appropriate use is made of information and communication technology to aid the smooth running of the office.
- (59) The school is beginning to apply the principles of best value by comparing competitive prices and informally assessing the impact of additional support on standards. The school provides a satisfactory standard of education, and as at the time of the last inspection, continues to provide sound value for money.
- (60) Accommodation at the school is satisfactory overall. The school kitchen has been converted into a useful storage area and workroom. The school grounds are attractively laid out with many interesting facilities to keep pupils gainfully occupied during playtimes. However, some classrooms are cramped even for the relatively small number of pupils in each class. The main pupils' lavatories remain outside in an unsightly temporary building erected about thirty years ago. There is one lavatory for members of staff and this is not adequate. The school hall is used as a thoroughfare and this means that lessons held in the hall are subject to minor disruption. Educational resources remain good overall and have improved since the last inspection when there were shortfalls in some subjects.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise attainment and improve the quality of education provided, the headteacher, governors and members of staff should,

(1) Raise standards in writing\* by:

- Providing teachers with more guidance on how different kinds of extended writing are to be taught through the school, in English and in other subjects.
- Raising teachers' expectations for the grammatical accuracy of pupils' written work and the quality of their handwriting and presentation.
- Teaching pupils to take more responsibility for the quality and accuracy of their work. (Paragraphs 2, 6, 7, 9, 20-21, 26, 81, 84, 86-88, 112, 131)

(2) Improve the curriculum for information and communication technology (ICT)\* by

- Integrating further the use of ICT into lessons.
- Ensuring that sufficient time is allowed for the teaching of basic skills.
- Implementing plans to complete a scheme of work showing coverage of the curriculum from year-to-year. (Paragraphs 5, 21, 28, 72, 112, 122, 134-137, 142)

(3) Increase the level of challenge for higher attaining pupils by

- Raising teachers' expectations of what pupils should achieve.
- Ensuring that lesson planning identifies expectations for more able pupils. (Paragraphs 6, 16, 19, 27, 30, 44, 46, 62, 71, 83, 97, 103, 106-107, 110, 126, 131, 154)

(4) Give pupils more opportunities to show independence and to take the initiative in their learning. (Paragraphs 11,16, 18, 20, 26, 38, 40, 63-64, 66, 77-78, 86, 110, 126, 131)

N.B. Issues marked with an asterisk have been identified by the school for development.

In addition to the main areas for improvement the school should consider including in its action plan:

- The need to ensure that all statutory information is included in the school brochure and the governors' annual report to parents.
- Improve the provision of lavatories for pupils and members of staff.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	40

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	17	16	1	0	0
Percentage	0	10	45	42	3	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 two percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	NA	144
Number of full-time pupils known to be eligible for free school meals	NA	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	NA	0
Number of pupils on the school's special educational needs register	NA	16

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	10
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	4.3

#### Unauthorised absence

	%
School data	0.3

National comparative data	5.4
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	5	6	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	5	6	6
	Total	9	10	10
Percentage of pupils at NC level 2 or above	School	82 (96)	91 (96)	91 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	4	5
	Girls	6	6	6
	Total	10	10	11
Percentage of pupils at NC level 2 or above	School	91 (96)	91 (96)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	8	14	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	8
	Girls	14	11	14
	Total	21	18	22
Percentage of pupils at NC level 4 or above	School	95 (83)	82 (89)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	7	7
	Girls	14	13	12
	Total	19	20	19
Percentage of pupils at NC level 4 or above	School	86 (83)	91 (89)	86 (100)
	National	73 (72)	74 (74)	82 (82)

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



### ***Ethnic background of pupils***

### **Exclusions in the last school year**

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	140	5	0
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	1	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	2	0	0
No ethnic group recorded	1	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)	6.6
Number of pupils per qualified teacher	22
Average class size	24

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

Total number of education support staff	11
Total aggregate hours worked per week	195

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	NA
Number of pupils per qualified teacher	NA
Total number of education support staff	NA

### ***Financial information***

Financial year	2001/02
	£
Total income	324,191
Total expenditure	322,701
Expenditure per pupil	2,366
Balance brought forward from previous year	28,394
Balance carried forward to next year	29,884

Total aggregate hours worked per week	NA
Number of pupils per FTE adult	NA

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
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**

Number of questionnaires sent out	144
Number of questionnaires returned	42

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	33	10	2	2
My child is making good progress in school.	45	43	7	0	5
Behaviour in the school is good.	38	53	5	2	2
My child gets the right amount of work to do at home.	26	57	12	5	0
The teaching is good.	48	48	2	0	2
I am kept well informed about how my child is getting on.	36	21	31	2	10
I would feel comfortable about approaching the school with questions or a problem.	52	43	5	0	0
The school expects my child to work hard and achieve his or her best.	45	50	5	0	0
The school works closely with parents.	26	38	17	7	12
The school is well led and managed.	29	57	7	7	0
The school is helping my child become mature and responsible.	40	50	10	0	0
The school provides an interesting range of activities outside lessons.	17	50	21	7	5

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

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

- (61) Assessments made when children first start school in the reception class show that attainment on entry to the school varies from year to year with the last two years being above average. By the end of the reception year, most children are on target to exceed the expectations of the nationally agreed 'Early Learning Goals' in communication, language and literacy and in mathematical development. They are in line with expectations in the other areas of learning. All children make good progress in communication, language and literacy and satisfactory progress overall in other areas of learning. Children who have been identified as having special educational needs make good progress overall, although they sometimes work in isolation from other children. Attainment and progress are similar to those found at the time of the last inspection.
- (62) The quality of teaching is satisfactory overall with good teaching in communication, language and literacy. Two teaching assistants provide good support in class and work closely with the teacher. Children with special educational needs receive sensitive support. Members of staff have a firm but friendly approach to managing behaviour, and are successful in helping children to learn what behaviour is appropriate in a given situation. All members of staff have good relationships with the children and understand their personal needs well. Clear instructions in lessons and the effective use of praise help children to work confidently. Though activities are shown clearly on teachers' lesson planning, it is not always apparent what children of differing prior attainment are expected to learn. For example, in mathematical development, higher attaining children are not always given sufficiently challenging work. In all lessons most children are well behaved and responsive. The quality of teaching was good overall at the time of the last inspection when children were taught in a class with Year 1 pupils.
- (63) The curriculum is satisfactory overall, with clear plans showing what children are expected to learn each term. Whilst all areas of learning are included, not enough use is made of the small, fenced outdoor area and the outdoor curriculum is under developed. There are insufficient opportunities for children to show their initiative and to work independently with most lessons being heavily teacher led and few opportunities for children to make choices until Friday afternoon. These less formal sessions are of particular benefit to the children with special educational needs and make learning more meaningful and interesting for all children. The provision of the curriculum is similar to that found at the time of the last inspection. Information on the children's attainment is used to place them into groups according to their ability for communication, language and literacy and mathematical development. Appropriate records are kept to show how individual children are progressing in each area of learning.

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

- (64) Most children are on target to achieve the early learning goals by the end of the reception year and make satisfactory progress overall. They understand school routines well and are keen to take part in the activities provided. They work together amicably, share resources sensibly and form happy relationships with members of staff and each other. Boys do not interact with each other as well as the girls. Children are very polite and remember to say 'please', 'excuse me' and 'thank you' without being reminded. However, children have few opportunities to take the initiative or make choices about their learning and this aspect is under developed. Those children who have been identified as having emotional and behavioural difficulties find it difficult to take part in formal lessons and often work with a teaching assistant at these times rather than with the rest of the children.
- (65) The quality of teaching is satisfactory overall. A strength is the sensitive and supportive way that members of staff respond to children's questions and answers, helping them to become confident

and friendly individuals. Members of staff have high expectations of how children should behave, and most children sit and listen politely when members of staff or other children are speaking.

- (66) There are limited opportunities for children to initiate their own ideas by planning what they are going to do or finding their own resources.

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

- (67) Most children are on target to exceed the expectations of the early learning goals by the end of the reception year and they make good progress. Children read simple, repetitive texts fluently and enjoy talking about the story and characters in books. They know the sounds different letters make and most can match objects with the same vowel sound such as dog, box and doll. Children show good understanding by answering questions and by relating what they are reading to their own lives and experiences. They speak clearly and confidently using a wide range of vocabulary. Higher attaining children are confident when reading more difficult books. They have extensive vocabularies and are beginning to use their knowledge of the sounds that letters make to help them read unfamiliar words. Lower attaining children can 'tell the story' when painting a picture or playing with small toys. Most children write some recognisable letters and words to represent their ideas. Higher attaining children have a good understanding of the difference between a question and an answer when drawing speech bubbles.

- (68) The quality of teaching is good. Reading skills are taught effectively to the whole class, groups and individuals using various strategies including some practical tasks and games such as an impromptu role play following a reading of a well known story. Children are taught how to sit and listen carefully for a good length of time and to make predictions about what might happen next in a story. Tasks are explained clearly enabling children to settle to their work quickly.

- (69) Homework makes a good contribution to the way children develop reading skills. A home-school reading record encourages parents to support their children at home regularly, and enables members of staff and parents to make worthwhile comments about children's progress.

### **Mathematical development**

- (70) Most children are on target to exceed the expectations of the early learning goals by the end of the reception year and make satisfactory progress overall. Nearly all children count beyond twenty and add together small numbers accurately. They have a good understanding of mathematical vocabulary, such as taller/shorter and know the names of two-dimensional shapes. Higher attaining children make sensible estimates before counting objects.

- (71) The quality of teaching is satisfactory. Learning is made fun at the start of lessons when children join in with number games and rhymes. Children are encouraged to participate in whole class activities by helping to write answers on the white board and share their work with others at the end of the lesson. Tasks are explained clearly enabling children to settle to work quickly. Mathematical vocabulary is promoted effectively and probing questions are asked to encourage children to think about number. Whilst higher attaining children are given suitable tasks in mental mathematics they are given insufficient challenge in their recorded work when all children complete the same task. Some children have the opportunity to carry out a practical task when working as a group, such as counting out cutlery for a doll's tea party. However, most work is more formal and does not always meet the needs of less mature, lower attaining children.

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

- (72) Most children are on target to achieve the early learning goals by the end of the reception year and they make satisfactory progress. Children have a good general knowledge, draw a picture to

represent their route to school and know that transport has changed over the last century. They can name sources of light such as the sun and a torch and higher attaining children know that electrical appliances need to be plugged into the mains. Children were not seen using the computers during the inspection. The teacher's records show that most children can use the mouse to select items on the computer screen and use a word processor to write their names.

(73) The quality of teaching is satisfactory. Effective use is made of various resources such as photographs to help children discuss changes in history. During the less formal session on Friday afternoon a selection of well thought out activities extends the children's learning effectively. For example, they find out which objects float and sink when playing in the water tray and find out which surfaces are hardest to ride vehicles over.

### **Physical development**

(74) Most children are on target to achieve the early learning goals by the end of the reception year and they make satisfactory progress. Children devise their own ways of moving in time with music, varying speed, have a satisfactory awareness of space and avoid bumping into each other. However, whilst mostly independent, children are rather slow at changing their clothes for physical development lessons and some, mostly boys, find it difficult to jump with two feet together. Some children become out of breath quickly when exercise is sustained. Children who have been identified as having emotional and behavioural difficulties participate fully in these lessons showing obvious enjoyment.

(75) The quality of teaching is satisfactory. However, there are limited opportunities for children to develop physical skills by working with large construction equipment and wheeled vehicles, other than on Friday afternoons. The popularity of the wheeled vehicles means that children have limited time to extend their skills. Although teaching assistants make good suggestions to develop the children's knowledge and skills, children are not given the chance to comment on each other's work and this limits their opportunities to share good ideas.

### **Creative development**

(76) Most children make satisfactory progress and are on target to achieve the early learning goals by the end of the reception year. Children make marks on paper in a variety of ways, by drawing, painting and making collages. They sing well-known songs sweetly and clap their hands in time with the music. They listen to music carefully and are very quick when responding to the teacher's signals to stop and start making music.

(77) The quality of teaching is satisfactory. The role-play area is set up according to the current topic and this is changed regularly. However, during the inspection, children had limited opportunity to use their own imaginations when playing. On Friday afternoons when children can take part in purposeful play, they have better opportunities. For example, a group of girls made pretend cakes in the sand tray and played a game about a birthday party. Whilst children have opportunities to develop skills by using a range of materials and tools these activities are heavily teacher led, limiting the chance for children to try out their own ideas.

(78) Children enjoy joining in with singing games and joining in with the actions. No percussion instruments were made available during the week of the inspection to enable children to experiment with their own compositions.

## ENGLISH

- (79) There are significant variations in standards of attainment from year to year due to the small size of year groups and the varying number of pupils with special educational needs in each year group. This means that National Curriculum test results are unreliable indicators of overall standards in a subject.
- (80) Pupils' performance in national tests has improved over the last three years. In 2002, the Year 2 results in writing were well above the national average overall including the higher level (Level 3), though in reading they were below average and well below average compared with similar schools at the expected level (Level 2) and the higher level (Level 3).
- (81) The Year 6 results in the 2002 National Curriculum English tests were average overall compared with similar schools and above the national average. The number of pupils achieving the expected level (Level 4) was well above average. However, the number achieving the higher level (Level 5) was average.
- (82) In the broader range of work outside the national tests, standards in the present Year 2 are average in speaking, listening, reading and writing. This means that standards in reading have improved, and the school's own figures suggest that more pupils than average are reaching the higher level, though there is a wide range overall. Standards in the present Year 6 are average in speaking, listening and reading, but below average in writing. The school has identified spelling and writing as major targets for improvement, but pupils in Year 6 do not write quickly and confidently across a wide range of forms, and their lack of attention to detail results in many uncorrected errors. Pupils with special educational needs are supported well enabling them to make good progress. Overall, pupils' attainment and progress are broadly the same as at the time of the last inspection.
- (83) Pupils throughout the school behave well in lessons and listen carefully to instruction. By the end of Year 2, they take an active part in discussions and develop their ideas at greater length when encouraged. Most speak clearly in Standard English. They listen politely to the views of others, and work well together on shared tasks. They make satisfactory progress through the school so that most use more formal language appropriately in class discussions by Year 6, with correct use of technical terms. Some are confident in speaking to a large audience in assemblies, and such occasional opportunities are a good feature of the school's provision. However, there is limited use made of drama techniques and the final review at the end of lessons to give more frequent training in speaking skills and to set a high level challenge in speaking at length.
- (84) Pupils in all years generally show a keen interest in reading, and the school develops this well. Progress in the early stages is guided by a commercial scheme, supplemented by good quality fiction as skills develop. By Year 2, most pupils know how to sound out words they do not recognise, so that they read for meaning independently. One pupil interviewed was not able to sound out beyond the first letter, but use of a phonics scheme and officially recommended literacy programmes helps lower attaining pupils to keep up through the school. Reading homework is well established and monitored. Many parents give good support by reading with their children, buying them books and taking them to the local library. Regular silent reading sessions are well managed so that pupils develop concentration, and good resources ensure they gain a wide experience. By Year 6, most pupils read books at the level of difficulty expected for their age. They have a sound understanding of what they have read, and read aloud with dramatic expression. Most have favourite authors and explain which books they prefer and why. However, they do not use the school library regularly enough for study in English or other subjects to practice and develop secure study skills.
- (85) Through the school, pupils learn how to write for a wide range of purposes and audiences. This is an improvement since the last inspection, and the range includes a significant amount of poetry. Creative work generally benefits from practice over a series of lessons. However, evidence in pupils' books indicates that the teaching focus often switches too quickly from one form of writing to

another before pupils have developed expertise. The large quantity of work they produce is at the expense of quality. Presentation is often untidy in exercise books, but occasional pieces that have been planned and drafted for display show the much better standards that pupils are capable of when teachers have high expectations.

- (86) By the end of Year 2, pupils with average attainment or higher show a good understanding of story structure, occasionally using dialogue and word pictures to bring the action to life. They write clear accounts of events and activities, in the form of letters and reports, using a good range of vocabulary and sentence structures. Punctuation is generally sound, though their spelling is weaker, and there is little evidence of systematic correction in marking or follow up work to address this weakness. Pupils with lower attainment are given well structured tasks and additional help so that they make steady progress.
- (87) Standards of handwriting are satisfactory. Pupils learn joined handwriting by the end of Year 3 and use ink pens confidently by Year 6. They have a sound range of vocabulary and sentence structures. Well focused study of specific techniques leads to good progress in poetry and story writing. For instance, a Year 6 pupil, exploring images to catch the reader's attention, wrote, "Happiness is a bright vibrant yellow. It tastes like Christmas dinner." By contrast though Year 6 pupils are much less confident in factual writing. They use paragraphs to order their ideas but are slow to develop an argument when under time pressure. The most notable weakness in all their writing is the lack of attention to accuracy. Proof reading habits are not established well enough, and a similar weakness was noted in the last report. Very few pupils were seen using dictionaries as they wrote or checking for accuracy before handing their work in. In other subjects also, standards of accuracy and presentation are often weak, with many instances where key words, such as "decimal", were consistently spelt wrongly. This has a significant impact on standards.
- (88) As at the time of the last inspection, teaching through the school is satisfactory overall. In the lessons seen, teaching was very good in one, good in another and unsatisfactory in a third. Other lessons were satisfactory. Lessons are generally planned in detail, with appropriate targets taken from the framework of the National Literacy Strategy. When the content of other subjects is taught in the literacy hour, literacy targets are obscured and they are not followed up rigorously enough in subsequent reading and writing tasks in other subjects. In the most successful lessons, a shared text was used to focus attention on specific language features and provide an illustration of what pupils were to practice. For instance, in a very good lesson in the Year 3/4 class, pupils responded with enthusiasm to the teacher's dynamic reading that brought a poem to life. The teacher coached them in reading aloud dramatically and carefully guided them in identifying the poet's techniques. As a result, they were confident in suggesting ideas for their own poems, on a similar theme, and then wrote successfully at a very good pace.
- (89) By contrast, in the unsatisfactory lesson, the lack of clearly focused instruction using specific examples was a significant weakness that led to low standards in the writing task that followed. In other lessons also, language features could be more fully illustrated and explored through examples in print and then developed through pupils' suggestions. Older pupils need more detailed instruction in the characteristics of factual writing in its different forms. To this end, more use is needed of shared texts for close study in other subjects, together with techniques such as choral reading and repeated practice in using key words and phrases, to teach how ideas are expressed. Use of mini-white boards is a good feature, allowing pupils to try out ideas. They enjoy this practical activity and teachers could use it more to check the pace of writing, the quality of expression and the accuracy of spelling. Tasks are well planned to have a high interest level, so pupils settle quickly and concentrate well. Teaching assistants give good support to individuals and groups during reading and writing tasks. The recommended approach whereby the teacher works intensively with a different group each day on a rota basis is not well established by all teachers.
- (90) Lessons generally end with a final review, with selected pupils reading out their work, but more rigorous use could be made of this time to check progress, correct misunderstandings and review lesson targets. Standards of marking are inconsistent. Some teachers respond positively to the content and identify points for development. Generally though, marking in English and other subjects ignores spelling and grammatical errors. After marking, pupils need time, and in some



cases further practice, to improve the quality of their work.

- (91) Leadership and management of the subject are satisfactory. The subject leader has produced a well focused action plan. Improving standards of spelling is a major target, and the school has decided to adopt specific approaches after consultation with county advisory staff. There has been an improvement in reading resources since the last report, though pupils do not make enough use of the library. Reading records are used well to identify pupils' strengths and weaknesses. The school is making effective use of officially recommended literacy programmes to guide the intensive instruction of small groups of pupils with lower attainment. Overall assessment procedures are satisfactory, but lessons observed and work in pupils' books suggest that teaching and tasks are not adjusted rigorously enough to tackle pupils' specific weaknesses as they are identified.

## **MATHEMATICS**

- (92) Pupils' attainment is in line with national averages at the end of Year 2 and Year 6. As at the time of the last inspection, pupils are making satisfactory progress over time throughout the school. Pupils with special educational needs are supported well enabling them to make good progress.
- (93) There are significant variations in standards of attainment from year to year due to the small size of year groups and the varying number of pupils with special educational needs in each year group. This means that National Curriculum test results are unreliable indicators of overall standards in a subject.
- (94) In 2002, test results at the end of Year 2 were well below average when compared with all schools, and very low when compared with similar schools. This places results amongst the bottom 5% of similar schools. Although most pupils achieved the expected level (Level 2), the number of pupils achieving the higher level (Level 3) was well below average when compared with all schools and with similar schools. The current Year 2 is on target to achieve better results. This is a more capable group, with a much higher percentage of pupils working at the higher level than in 2002.
- (95) By the end of Year 2, pupils have a sound understanding of basic number concepts. They count forwards and back in ones, twos and fives, and add and subtract using numbers up to at least one hundred. More able pupils work with larger numbers. When handling money, most pupils add together small sums using pence and solve simple shopping problems. Pupils can halve shapes and numbers, and recognise reflective symmetry. They measure accurately using everyday objects, and are developing an awareness of the need for 'standardised' units of measure. Higher attaining pupils have a good understanding of place value.
- (96) Test results at the end of Year 6 in 2002 show that pupils' attainment was broadly average when compared with all schools nationally but well below average when compared with similar schools. A comparison of test results for these pupils at the end of Year 2 and the end of Year 6 shows that these pupils had made below average progress from Year 2 to Year 6. The number of pupils achieving the higher level (Level 5) was below average when compared with similar schools, although an average number of pupils achieved the expected level (Level 4). The current Year 6 is on target to achieve broadly similar standards. However, a comparison of standards being achieved now with test results at the end of Year 2 show that progress over time has been satisfactory for this group of pupils, with more able pupils achieving their potential.
- (97) By the end of Year 6, pupils have begun to work confidently with larger numbers. They have a sound understanding of multiplication and division, and estimate accurately with numbers up to 1000. Higher attaining pupils accurately identify the value of different digits in large numbers over 1000. Pupils recognise equivalence in decimals and tell the time accurately. When looking at fractions they identify numerators and denominators. They correctly identify different 3-D shapes, as well as understanding rotational and reflective symmetry. Pupils accurately interpret bar and line graphs and measure angles.

- (98) Pupils have satisfactory skills in using and applying their mathematical knowledge, although this aspect of the curriculum is less well developed than others. Older pupils are gaining confidence in working out calculations mentally, and by Year 6; they are beginning to explain clearly the strategies that they are using to solve a problem. However, there are weaknesses in the pupils' ability to apply their knowledge to written problems. This weakness is likely to have an adverse effect on test results. Although pupils work hard in lessons, they do not yet take enough care over how they present their work. Teachers' expectations are not high enough in this aspect of learning and pupils make careless errors in their calculations.
- (99) The quality of teaching is satisfactory overall, with examples of good teaching. Teachers prepare well for lessons and planning is thorough. In the most successful lessons, the work planned takes careful account of what pupils already know and successfully meets their differing needs. The quality of teaching is broadly the same as at the time of the last inspection.
- (100) Throughout the school, teachers plan fun activities and give clear explanations to aid pupils' understanding. Teachers are enthusiastic and use praise successfully, encouraging pupils to try their best. As a result, most pupils behave well, are attentive and keen to learn. Discussions at the ends of lessons are often used appropriately to reinforce what pupils have learnt. In one lesson, the teacher in Years 3 and 4 used this time successfully to assess what pupils had learnt about how using a 100-square could help them add together 2-digit numbers.
- (101) Teachers have good relationships with the pupils and explain clearly the expectations for each lesson. Learning objectives, identifying what is to be taught in a lesson, are written on the board and teachers usually talk about these at the start of the lesson. However, learning objectives are not recorded in books and teachers rarely refer to them when marking pupils' work. Marking is most effective when teachers add written comments to identify how pupils could improve. This practice is not yet consistent across the school. Homework makes a sound contribution to children's learning, especially in the development of number skills.
- (102) Throughout the school, teaching assistants work effectively with pupils; especially those identified as having special educational needs enabling them to take a full part in lessons. Teaching assistants have a clear understanding of their role and give good levels of support when working with a group of pupils. Teachers are careful to involve pupils with special educational needs in whole class question and answer sessions. The good level of support they are given enables them to be confident and successful.
- (103) The mathematics curriculum is broad and balanced. The numeracy strategy is firmly embedded in school practice and is having a good impact on raising standards. The subject manager has rightly identified the need to give more time to developing pupils' ability to apply their number knowledge to practical activities. At the moment, this is a less well developed aspect of the curriculum.
- (104) A commercial scheme is used to good effect to support teachers when they are planning work. However, on occasions, not enough flexibility is shown in the use of the commercial scheme, leading to some work being either too easy or too hard for some pupils. This is most evident when pupils work from the same page whatever their ability. There is also a disparity between the coverage of the curriculum for Year 4 pupils who are split between two classes, with those who are working alongside Year 5 pupils generally being introduced to more complex concepts more quickly.
- (105) There are satisfactory procedures for monitoring pupils' attainment, with assessments showing pupils' progress at each stage of the numeracy strategy. The school makes effective use of National Curriculum and other tests to measure progress throughout the school and from year to year.
- (106) Management of the subject is sound. The subject manager is taking a leading role in ensuring improvement and is fully involved in monitoring standards and setting priorities for improvement. Detailed analyses of test papers are used to identify areas of the curriculum that need development

and teachers are observed at work, and supported where necessary.

## SCIENCE

- (107) Pupils' attainment is in line with the national averages at the end of Year 2 and Year 6. Pupils' knowledge of scientific facts is stronger than the quality of their recorded work. Pupils of average or lower ability, including those with special educational needs, make good progress overall and have access to the full curriculum. However, throughout the school, higher attaining pupils make insufficient progress over time. Pupils' attainment and progress are similar to that found at the time of the last inspection.
- (108) In Year 2, the teacher's assessments in 2002 show that whilst the number of pupils who attained the expected level (Level 2) was in the top five per cent nationally, the number attaining the higher level (Level 3) was below average. In Year 6, test results show that the number of pupils attaining the expected level (Level 4) was also in the top five per cent nationally but the number attaining the higher level (Level 5) was well below average. Inspection findings and the school's own predictions show that pupils in the current Year 2 and Year 6 are on target to attain similar results this year.
- (109) By the end of Year 2, pupils predict what might happen during an investigation and make good observations during investigations. They sort foods into major groups and know how to make a simple electric circuit. Higher attaining pupils sometimes use previously gained knowledge when discussing what they have seen. For example, they knew that gravity and friction have an impact on a moving object.
- (110) By the end of Year 6, pupils have developed a good factual knowledge of topics covered recently such as symbols used in electric circuits. They continue to make good observations and understand the need for fair testing. However, their written work does not show that they consider the significance of findings or devise their own ways of recording these findings. Conclusions are often observations rather than possible scientific explanations about what has happened.
- (111) The quality of teaching is satisfactory overall, with good teaching in the three lessons observed during the inspection. Teachers have good knowledge of the subject, ask effective questions and take care to use the correct scientific terms. They explain the purpose of lessons clearly, have good relationships with the pupils and have clear expectations for behaviour. They make effective use of educational resources to make lessons interesting and teaching assistants support lower attaining pupils well. Teachers explain basic facts well and their planning is clear. However, they do not show what higher attaining pupils are expected to learn. This means that in many lessons pupils complete the same work irrespective of their ability and higher attaining pupils tend to complete more work rather than that of a higher standard. In addition, some lessons are heavily directed by the teachers, providing little opportunity for pupils to suggest their own ideas for investigations. The quality of teachers' marking is variable and not all teachers comment on how pupils can improve their work or ensure that advice is followed. Pupils enjoy the practical activities provided by the teachers, concentrate well and work together sensibly. In some lessons there are good opportunities for pupils to consider how science is used in everyday lives. For example, in one lesson in Year 6, they discussed the different types of electrical switch used in their homes. The quality of teaching was similar at the time of the last inspection and the assessment of pupils' attainment is still not being applied rigorously enough to lesson planning.
- (112) Pupils with special educational needs are supported effectively so that they can take a full part in lessons and learn well. Teaching assistants often give them valuable help so that they can carry out similar work to other pupils.
- (113) The curriculum is broad and balanced overall, although the allocation of time for the subject in Year 1 is lower than that recommended. Throughout the school practical work is emphasised well and pupils have good opportunities to develop their social skills when working in small groups.

Some classes have more than one age group making it difficult for the school to ensure that pupils do not repeat topics without need. In Years 1 and 2, there is little evidence of pupils writing about what they have learnt. In addition, science is taught with other subjects in cross-curricular topics and it is not easy to track pupils' progress over the year. Throughout the school, pupils are not given enough opportunity to consider and record reasons for their findings and higher attaining pupils in particular are not always challenged enough. Two year-groups followed the same planning in some classes and this means that the older year group often produces similar work to younger pupils, slowing progress over time. There is little evidence of pupils using information and communication technology to support learning. Satisfactory use is made of pupils' numeracy skills to carry out measurements and to draw graphs. For example, pupils in Year 2 measured the distance various vehicles travelled down a slope. Pupils make appropriate use of their literacy skills although much recorded work is untidy and full of spelling errors. There is an attractive outdoor area that supports environmental work effectively.

- (114) Teachers carry out appropriate assessments of pupils' attainment and progress. However, not enough use is made of this information when planning pupils' work. The subject leader is on maternity leave and satisfactory arrangements have been made to ensure the subject is supported in her absence. There has been limited monitoring of teaching in the last two years. Nevertheless, there is a clear understanding of strengths and areas for development in pupils' attainment.

## **ART AND DESIGN**

- (115) No lessons in art were on the time-table during the inspection. Judgements on attainment and progress have been made by scrutinising samples of work. There was insufficient evidence to form a judgement on the quality of teaching. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 6. Throughout the school, pupils make good observational drawings. All pupils, including those with special educational needs, make satisfactory progress overall. Attainment and progress are broadly the same as at the time of the last inspection.
- (116) By the end of Year 2, pupils explore pattern and colour effectively when making pictures of natural objects using a wide range of techniques and materials such as pastels, pasta, beads and paint. Pupils in Year 1 make attractive three-dimensional fish from fabric, buttons and sequins.
- (117) By the end of Year 6, pupils show movement, shading and good expressions in their well-drawn figures and complete careful coloured drawings of plants. In Years 3 to 5, pupils are beginning to show an awareness of perspective in their bright paintings of 'journeys' using a layering technique to add an interesting foreground to a background.
- (118) The curriculum is suitably broad and balanced and makes a good contribution to pupils' cultural development. For example, pupils in Years 3 and 4 studied work by artists from Asia before completing their own pictures and an artist worked with pupils throughout the school, developing an attractive mosaic. A lack of space in some classrooms makes it difficult to work with messier materials such as clay. Some use is made of ICT to add interest to work. For example, pupils in Years 3 and 4 used digitally produced photographs as part of a collage about myths and legends.
- (119) The new subject leader has a satisfactory understanding of attainment and provision in the subject. However, she has not yet had the opportunity to monitor the quality of teaching and learning so that good practise can be shared. Procedures for assessing pupils' attainment and progress are satisfactory.

## **DESIGN AND TECHNOLOGY**

- (120) Pupils' attainment is in line with national expectations by the end of Year 2 and Year 6. There are examples of good attainment in Years 4 and 5, where all pupils consider potential difficulties in making their designs and higher attaining pupils evaluate finished products critically. All pupils,

including those with special educational needs make satisfactory progress over time, with good progress being made in many lessons. Pupils use their imaginations effectively and design interesting models by drawing clear plans. By the end of Year 6, pupils consider the purpose of what they are making and the properties of various materials and incorporate this knowledge into their designs. Pupils in Year 2 make careful observations of a wide range of commercially produced vehicles and discuss how they are designed for different purposes. For example, they know that some vehicles have deep treads on the tyres to increase grip. Attainment and progress have remained broadly the same as at the time of the last inspection.

- (121) The quality of teaching is good and has been maintained since the time of the last inspection. Teachers have good knowledge of the subject and support pupils effectively by demonstrating a range of skills. They provide good opportunities for pupils to investigate commercial products and to try out various methods before designing their own models. For example, in Years 3 and 4 pupils tried different types of stitching to find the most suitable, before making money containers. Members of staff draw pupils' attention to health and safety considerations effectively. Pupils enjoy the creative element of design and show a wide range of ideas in their plans. Whilst teachers support pupils effectively during lessons by asking challenging questions about their work, not all teachers write comments on pupils' written plans or their evaluations, to show how these could be improved.
- (122) There is a broad and balanced curriculum for design and technology. Every design project follows the same format enabling pupils to build knowledge and skills in a logical sequence. Good links are made with other subjects. For example, pupils in Years 4 and 5 made amusing pop-up books as part of an history topic on the Egyptians and Year 6 make fun musical instruments. The subject makes a good contribution towards pupils' cultural development. For example, commercial bread products from various cultures were evaluated. Pupils have appropriate opportunities to use their literacy and numeracy skills to support learning in the subject, although they do not always take care over their written work.
- (123) The enthusiastic subject leader has a clear understanding of strengths and areas for development within the subject and monitors teachers' lesson planning and samples of pupils' work. The subject leader has identified the need to increase the use of ICT.
- (124) Procedures for assessing pupils' attainment and progress are satisfactory overall and records are made at the end of each topic. There are appropriate plans to develop a checklist to show the progression of pupils' skills throughout the school. Lessons are supported effectively with good quality educational resources. For example, in Year 2 various vehicles, including a real car were used as a stimulus for pupils' own designs and in Years 4 and 5 a range of materials were made available so that pupils could make informed choices about what would work best.

## **GEOGRAPHY**

- (125) Only one lesson in geography was on the time-table during the inspection. Judgements on attainment and progress have been made by scrutinising samples of work. Pupils' attainment is in line with national expectations at the end of Year 2 and Year 6 and all pupils, including those with special educational needs, make satisfactory progress. Pupils record their understanding in a variety of ways, including diagrams and paintings, and this ensures that all are fully involved and make sound progress, including those with special educational needs. Attainment and progress are broadly the same as at the time of the last inspection.
- (126) Year 2 pupils successfully interpret maps, atlases and globes to find their own home in relation to the school and the world beyond. Their map drawing skills are sound, and those with low attainment in literacy achieve well in drawing simple maps, such as their journey to school. Higher attaining pupils add a good number of details of features seen on the way. They successfully locate on a world map the holiday destinations of people they know. Overall, pupils show a satisfactory understanding of how landscape, weather and ways of life in a foreign country differ

from their own experience.

- (127) Recent work in Years 3/4 included a detailed study of a village in India. Pupils have a sound understanding of characteristics of village life and the impact of modern development on traditional culture. A good feature of this work was the extension project that allowed pupils to follow up an interest in more detail and record the information in a well presented folder. The approach was very effective in giving well motivated pupils the opportunity to do well. By Year 6, pupils have a broad base of understanding and skills. They are confident in interpreting maps in different scales, charts and photographs to identify significant features. They carry out a survey of shoppers' attitudes to the building of a new supermarket, and record their findings using a spreadsheet. Teachers prepare such practical experiences very thoroughly. This is helpful to pupils with average attainment or below, but pupils with the potential for higher attainment need less support and more scope for independent study, using the library and other information sources.
- (128) There was insufficient evidence to form a judgement on the quality of teaching. However, the process of coastal erosion was the topic for report writing in a Year 6 English lesson. Teaching was very well focused on geography targets, with good use of the board to show the process in diagrams and notes. Pupils made good progress in their geographical knowledge and understanding, but they needed more guidance on how to express complex ideas in writing. The cross subject link was more successful in relation to history in a well resourced history lesson in Year 6. Pupils concentrated well and showed good skills in interpreting local maps and aerial photographs to find evidence of changes in roads, housing and land use.
- (129) The subject is satisfactorily led and managed. Resources are good overall, with strengths in the use of the local area for fieldwork. Assessment procedures are in place and guide teachers in assessing pupils' progress in each unit of work, though it is not clear how provision is adjusted in response to this information. The subject makes a good contribution to pupils' personal development through the study of other cultures and the promotion of strong personal views and beliefs in response to environmental concerns.

## **HISTORY**

- (130) Standards are in line with national expectations at the end of Year 2 and Year 6. Pupils with special needs are given appropriate work and additional help so that they are included in all lessons and can make satisfactory progress. Attainment and progress have remained broadly the same as at the time of the last inspection.
- (131) Pupils have secure skills in interpreting evidence in pictures, objects and maps, and this is an improvement since the last inspection. By the end of Year 2, they have a sound understanding of some changes over time in the context of their own families and everyday life. For instance, they compare toys of former times with those of their own experience, a study that is stimulated and extended through a museum visit. They note differences shown in pictures between houses and family life over the centuries, again illustrated by visits. They study the lives of famous people, such as Florence Nightingale, and show clear understanding of the cause and effects of significant events such as the Great Fire of London.
- (132) By Year 6, pupils have a sound understanding of a range of historical periods, including the ancient civilisations of Egypt and Greece, and aspects of British history from the Romans to modern times. They project into the lives of people in the past through imaginative writing, and there are good examples of this approach in Year 3/4 work on the Anglo-Saxons. Drawings and labelled diagrams allow pupils with weaker writing skills to make detailed records. Work on the Greeks in Year 4/5 is well presented, covering a good range of topics that have been researched using information books. Pupils in Year 6 make reasoned deductions in interpreting evidence from different sources. They identify the main features of cause and effect when commenting on major events, but much of their recorded work is brief. Commentaries by higher attaining pupils lack the detail needed to reach the higher level for their age. Pupils generally need more opportunities for

independent study using reference books and other resources.

(133) No lessons were on the time-table in Years 1 and 2 during the inspection. Of the lessons seen in Years 3 to 6, two were very good and one was satisfactory. The high quality of resources was a major strength in the lessons observed, and teachers show good subject knowledge when explaining them. A guided walk around the village for the Year 3/4 class was very well prepared and organised, with very good use of the teaching assistant and accompanying parents. Pupils had earlier written commentaries on the history of their own houses, and this led to some very good individual research. The teacher read examples of the best to set the scene, and then, on the walk, gave a very well informed commentary on significant features of the village and how it has changed. This led pupils to pay close attention to significant detail and add their own ideas. They made notes and sketches, to be written up later. Good quality resources caught the interest of Year 6 pupils who concentrated very well to find evidence of changes in the local area over time using aerial photographs and maps of different dates. In one lesson, limited use was made of the final review to check pupils' understanding and set them a performance challenge in reporting their findings.

(134) The policy and scheme of work follow official guidelines, with good links to other subjects, such as geography and design and technology. Assessment procedures are satisfactory, though the information is not used consistently to set specific tasks or different expectations for pupils of differing ability. Resources are good and they are extended through a very stimulating range of visits and practical experiences that make a good contribution to pupils' cultural development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

(135) During the inspection, there was limited use of ICT evident in lessons. This means that there is insufficient evidence to make a judgement on the overall attainment of pupils by the end of Year 2 or Year 6.

(136) Pupils make the best progress in Year 6, where the use of ICT is carefully integrated into lessons. In Year 6, pupils' show a satisfactory range of skills when using laptops. They load programmes and save their work. When word-processing they change font-type, colour and size of their text. However, in many cases, pupils' typing is very slow. In addition, there are gaps in their knowledge caused by limitations in resources. This affects, in particular, their knowledge and understanding in the 'control' element of the curriculum, although older pupils are able to practise skills during a residential visit.

(137) There is insufficient evidence to make a judgement on the quality of teaching. Until recently, a teaching assistant taught pupils in most classes. This teaching assistant no longer works in the school and no suitable alternative arrangements have been made, despite the school having sufficient computers including laptops that can be moved from class to class. This is unsatisfactory. Not all members of staff are confident about teaching the subject and there is very little direct teaching of skills taking place with younger pupils. At the moment, opportunities to use ICT are not indicated on many teachers' timetables and not all pupils currently have access to regular teaching of ICT.

(138) There are significant weaknesses in the curriculum, despite the hard work of the subject leader over the last 3 years to improve provision. A detailed 4-year action plan has been implemented and many positive steps have been taken. However, progress has been slowed by a number of problems with hardware and software. Nevertheless, the quality of provision is patchy from year to year and, in some year groups, there is not yet full coverage of the curriculum. For example, it is the school's policy that not all year groups should have access to the Internet. Provision is best in the Year 4 and 5 class and the Year 6 class; in these classes, teachers are confident and good use is made of the school's resources to support learning. This was seen to good effect in literacy and geography lessons where the school's laptops were used successfully to develop specific skills.

(139) Planning is based on the school's curriculum map, which sets out the topics to be covered each term by each class or year group. This focuses particularly on the teaching of basic skills as identified by the subject leader. However, this is not effective if teaching is not taking place. Useful assessment sheets have been introduced showing which basic skills have been taught. These form a good basis for deciding what needs to be taught next and the subject leader has identified the need to introduce a more detailed scheme of work to ensure that there is a clear progression of skills and full coverage of the curriculum from year to year.

## MUSIC

(140) Pupils' attainment is in line with national expectations by the end of Year 6. It was not possible to make a judgement about attainment, progress or the quality of teaching at the end of Year 2 because no music was on the timetable in this year group during the inspection. Pupils in Years 3 to 6, including those with special educational needs, make satisfactory progress over time. Attainment and progress have remained broadly the same as at the time of the last inspection.

(141) By the end of Year 6, pupils understand that pieces of music convey meaning to a listener. For example, they match suitable excerpts of music to types of television programme such as cartoons, history programmes and sport. Higher attaining pupils use vocabulary such as tempo and pitch when describing what they have heard. However, pupils do not always listen carefully to pre-recorded music and are fidgety and easily distracted. Singing during whole school assemblies is satisfactory.

(142) The quality of teaching in Years 3 to 6 is satisfactory overall, with an example of a good lesson being observed in Years 3 and 4. In this lesson, the knowledgeable teacher engaged pupils' interest effectively by asking probing questions, teaching various musical facts and by extending skills through practical work. All pupils were able to take part in devising their own playground games increasing their awareness of rhythm effectively and learning how repetition and rhyme help people to memorise songs quickly. Teachers explain tasks clearly, enabling all pupils to take part, and make good use of musical vocabulary to extend pupils' learning. Whilst most pupils behave sensibly in lessons, on occasions some lose interest when the pace of a lesson is too slow. Occasionally teachers do not have high enough expectations of pupils' answers to questions. The quality of teaching is similar to that found at the time of the last inspection.

(143) The curriculum is satisfactory, with teachers' planning showing that pupils have a suitably broad and balanced range of opportunities to listen, sing, play and compose music. A commercial scheme of work has been in use for the last two years and provides effective support enabling teachers to plan an appropriate range of activities. There are suitable links made with other subjects. For example, in Years 4 and 5 pupils study the development of instruments through the ages. There is no evidence of pupils using ICT to support learning in the subject. Opportunities are sometimes missed in assemblies to encourage better singing or to appraise the music played as pupils enter the hall.

(144) An enthusiastic subject leader monitors coverage of the curriculum effectively. However, there are few opportunities to monitor teaching and learning and this means that she has limited knowledge of attainment in the school. Satisfactory assessment arrangements are in place for teachers to monitor pupils' progress. There are good opportunities for pupils to take part in additional lessons for the violin, clarinet, saxophone, recorder and cornet. All pupils have the opportunity to perform in concerts and musical productions. The subject makes a good contribution towards pupils' cultural development, with music from other countries being included in lessons. For example, in Years 3 and 4, pupils were learning playground rhymes from France and Germany. The school is fortunate in having a number of musicians on the staff and there is a good range of percussion instruments to support learning. Most music lessons take place in the hall and since this is a thoroughfare to other rooms, pupils' concentration is not always maintained when engaged in quiet listening activities.



## PHYSICAL EDUCATION

- (145) Pupils' attainment is in line with national expectations by the end of Year 2 and Year 6. This is similar to the findings of the last inspection. Since the last inspection, there have been major changes to the way that the teaching of physical education (PE) is organised in the school, with most lessons now being taken by a sports coach. This arrangement is effective, with good quality teaching helping pupils to develop appropriate skills.
- (146) During the inspection, lessons focused on the teaching of athletics' skills. Most pupils have a good attitude to physical activity, work together well and try their best. Pupils show good stamina when running around the playing field. When learning how to long jump, pupils understand how their posture and run-up affects the height and length of their jumps. Younger pupils jump successfully from a standing start, improving their ability to land in a controlled way. By Year 6, pupils are beginning to use run-ups to lengthen their long jumps, picking out key features of each jump and identifying for themselves what they need to do to improve.
- (147) In a football club, boys in Years 5 and 6 show good skills. They have a good understanding of the need for teamwork and a developing awareness of the different tactics needed to be successful. Pupils in Years 3 to 6 learn to swim. The school reports that by the end of Year 6 most pupils are able to swim at least 25 metres, with more able pupils swimming even greater distances.
- (148) The quality of teaching is good and has improved since the time of the last inspection. The new sports coach has a good understanding of how to develop key skills and successfully adapts lessons to the needs of differing age groups. For example, pupils in Year 2 work on standing long jumps, whilst in Year 6, pupils begin to use run-ups to help them jump further. Behaviour is managed effectively in lessons and learning is made fun. Pupils are given good opportunities to practise and consolidate skills. They listen carefully to instructions and help each other when necessary. Praise is used effectively to help the less able, and one-to-one support is provided when needed so that all pupils can take a full part in lessons. There is good quality liaison between the sports coach and class teachers. Information about what has been taught and how well pupils are achieving is regularly shared.
- (149) The subject manager provides good leadership. He has monitored the impact of the use of the specialist coach and has formalised systems for the way that information is shared. He has improved resources and is currently trialing with his class a detailed system for assessing and recording pupils' learning that is based on a nationally recommended scheme of work. This provides good information about what has been achieved over time and is to be extended to all pupils in the next academic year.
- (150) There is a satisfactory curriculum, although the amount of time allocated to teaching the subject is lower than usual with older pupils having one PE lesson a week. Nevertheless, pupils are given appropriate opportunities to develop a range of skills, although dance has a lower profile than in most schools. Dance is an area of the curriculum that has been identified by the school for development.
- (151) The school provides a limited range of extra-curricular sporting activities. There is a fee paying sports club, which is well attended, and a football club run by a teacher. There are some opportunities for competitive sport. The football team has competed successfully in local tournaments and pupils report that they enjoy the annual sports day. However, there are no other sports teams.

## RELIGIOUS EDUCATION

- (152) Pupils' attainment is broadly in line with the expectations of the locally agreed syllabus by the end of Year 2 and Year 6. This is similar to the findings of the last inspection, although there have been important improvements since then, especially in the provision of resources to support pupils' learning about different faiths.
- (153) Pupils make satisfactory progress overall, although there are variations from year group to year group, with some classes producing little written work. Whilst pupils learn about various major world faiths, developing a sound knowledge, some topics are covered in insufficient depth. This is because teachers try to cover too many topics in each term, leading to some learning being too superficial. Pupils' knowledge of Christianity and other religions is stronger than their understanding of what it means to be a follower of a particular faith. Pupils in Year 2 write accurately about the story of 'The Prodigal Son' and describe attributes of Hinduism, such as the significance of the five senses in worship. Pupils in Years 3 and 4 produce interesting written work to support their learning. They show a good understanding of the Easter story and explain how symbols such as the cross are important to Christians.
- (154) By Year 6, pupils enjoy discussing and comparing the beliefs and values of the religions that they are studying, for example explaining some of the differences between a Mosque and a Christian church. They know how the Bible is organised into different parts, contrasting this with other Holy Books such as the Qur'an and the Torah. However, there are gaps in pupils' knowledge. For example pupils confused the pulpit and altar when talking about the parts of a church. There is little evidence in written work of pupils thinking about how the beliefs of different faiths affect everyday lives.
- (155) The quality of teaching is satisfactory overall with an example of very good teaching in Year 2. Teachers plan carefully for lessons but there is little evidence of pupils' work being varied according to their ability. This means that some opportunities to extend learning are not taken, affecting more able pupils in particular. In the very good lesson, the teacher's very good subject knowledge was shared with the pupils, and music and artefacts were used very effectively to inspire and engage pupils as they learnt about Hindu prayer. The use of incense and music created a reflective atmosphere, with the teachers thoughtful questioning helping pupils to understand the significance of the *puja* ceremony to Hindu worshippers. In a satisfactory Year 6 lesson, pupils worked conscientiously at identifying the main features of different churches. Information and communication technology was effectively integrated into the lesson, although pupils showed only a limited interest in the topic being studied and did not concentrate well. There was no overall judgement on the quality of teaching at the time of the last inspection.
- (156) The management of the subject is satisfactory. The curriculum is based on a combination of the locally agreed syllabus and a nationally recommended scheme of work. However, whilst all aspects of the agreed syllabus are covered, the organisation of the curriculum into small blocks means that there is little continuity to learning, with pupils moving too quickly from topic to topic, with no clear links being established between the different areas of study. Teachers assess work at the end of units, identifying what has been achieved. These arrangements are satisfactory, although the fragmentation of the curriculum makes it difficult to follow up assessments.
- (157) Resources have been improved significantly since the last inspection. There is now a good range of artefacts. Good use is made of visits and visitors to enrich the curriculum. Pupils visit the local Church of England for study or worship. Local clergy regularly take assemblies and other recent visitors include a Muslim who spoke to pupils about his beliefs and a Hindu who taught pupils about *Rangoli* patterns. These activities mean that religious education makes a good contribution to pupils' cultural development.