

INSPECTION REPORT

SCULTHORPE CE (A) PRIMARY SCHOOL

Sculthorpe, Fakenham

LEA area: Norfolk

Unique reference number: 121126

Headteacher: Mrs L Whitehead

Reporting inspector: Mike Carter
20714

Dates of inspection: 4 - 6 November 2002

Inspection number: 248227

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Church of England Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed

School address:	Sculthorpe CE (A) Primary School Creak Road Sculthorpe Fakenham Norfolk
-----------------	---

Postcode:	NR21 9NQ
-----------	----------

Telephone number:	01328 862704
-------------------	--------------

Fax number:	01328 862704
-------------	--------------

Appropriate authority:	The governing body
------------------------	--------------------

Name of chair of governors:	Mrs Janet Holdom
-----------------------------	------------------

Date of previous inspection:	March 1997
------------------------------	------------

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20714	Mr M Carter	Registered inspector	English, art and design , design and technology, music, physical education, educational inclusion.	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
27591	Mrs M Campbell	Team inspector	Mathematics, science, information and communication technology, geography, history, areas of learning in the foundation stage, special educational needs.	How good are the curricular and other opportunities?
9163	Mr G Humphrey	Lay inspector		Attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?

The inspection contractor was:

Nord Anglia Inspection Services
Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a Church of England Voluntary Aided Primary school largely serving the village of Sculthorpe, close to Fakenham. While the majority of the pupils live in the village, some come from further afield. The school is smaller than most with 41 pupils but has grown in numbers recently. Pupils usually enter the school in the September before they are five. Although local socio-economic factors are mixed, 12 pupils are known to be entitled to free school meals and this 29 per cent is above average. There are no pupils from ethnic-minority backgrounds and none speaks English as an additional language. However, 11 pupils are identified as having learning difficulties and this is above average. The overall attainment of pupils on entry to the reception year is slightly below average particularly in communication, language and literacy. Since the last inspection there has been a complete change of teaching staff. Further changes, soon to take place, make the school's capacity to succeed less predictable.

HOW GOOD THE SCHOOL IS

This school is improving. Standards in English, mathematics, science and information and communication technology are below average at Year 6. Because there are small numbers of pupils taking national tests, the results vary, but the trend is positive. This is because the leadership and management of the school are good and the teaching is clearly orientated to help pupils improve and overcome any gaps in their learning. Governors have worked hard to monitor developments and overall the pupils achieve satisfactorily. Although the cost for each pupil is high, the school's effectiveness and value for money are satisfactory.

What the school does well

- Setting targets for individual pupils' progress and seeing how far they have been reached.
- Making improvements based on the last report's key issues.
- Providing for pupils' spiritual, moral and social development.
- Ensuring that pupils are well cared for.
- Promoting good attitudes to learning.
- Promoting a good partnership with parents.

What could be improved

- The standards of pupils' work in English, mathematics, science and information and communication technology.
- The use of the skills gained in these subjects to support learning in other subjects.
- The amount of support time available for children in the reception year.

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

The serious weaknesses identified at the last inspection have been overcome.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The large number of changes made since the last inspection in March 1997, have led to satisfactory improvement overall. The new staff have improved the planning of the curriculum and the balance of time for learning. Pupils in the reception year have better learning experiences and the quality of teaching has improved throughout. The school's management has also improved and governors have played a significant role in checking up on these improvements. However, many of these changes are relatively recent and there has been too little time for a significant impact on the pupils' standards.

STANDARDS

The small number of pupils in each year group renders statistical comparisons of standards unreliable. Consequently, a table comparing the school's test results with those nationally and with schools in similar circumstances has been omitted.

The trend in the results of the national tests for Year 6 pupils shows a rising picture in line with the

national trend. However, there are some quite large swings in results from year to year, and those for 2002 were very much lower than the 2001 results for English and mathematics because of the small number of pupils. There is a discernible trend of better results by the boys than the girls and this is contrary to the national picture. Overall, results are below average and standards are not high enough. The results of the Year 2 pupils also fell in 2002 but the general picture is more positive for this age group. Prior to 2002, the Year 2 test results had been steadily rising and in mathematics reached well above average in 2001.

Current standards are below average for Year 2 and 6 pupils but they are rising and the pupils often make good progress in lessons. The school's targets for the attainment of Year 6 pupils were not met due to new pupils joining the year group, but they have been carefully set for 2003 and are likely to be reached. The inspection team found gaps in the pupils' learning and skills from previous years, for example, in their ability to use computers. Sometimes the higher attainers are not challenged enough. However, pupils with learning difficulties make satisfactory progress because of the sound systems and good support they receive. The pupils' overall achievement is now satisfactory, with most pupils making at least sound progress and learning well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. They enjoy school and demonstrate interest and enthusiasm for their work. In a few lessons some boys, who find learning and concentration difficult, do not respond appropriately and show a reluctance to participate in learning activities.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is satisfactory. The majority of pupils are polite and courteous towards each other and towards adults.
Personal development and relationships	Relationships between all members of the school community are good. The vast majority of pupils consistently show respect for the feelings, values and beliefs of others and overall have a satisfactory understanding of the impact that their actions can have on others.
Attendance	Attendance and punctuality are satisfactory overall. The attendance rate is well above average, but a number of pupils regularly arrive late.

TEACHING AND LEARNING

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

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

Teaching is satisfactory overall and it is often good for the pupils in Years 3 to 6. Particular strengths are: the use of targets for individual pupils and how test results are used; the way in which teachers and staff manage the pupils and maintain good discipline, and the methods they use to motivate and engage the pupils. Teachers mark pupils' work well and discuss how they can improve it effectively. Literacy and numeracy lessons are taught satisfactorily and follow national guidance, taking account of the mixed ages in taught groups. These aspects help the pupils to learn well in many lessons and to make good progress towards their targets. However, the teachers do not always inform the pupils about how long tasks should take and they are consequently often slow to complete work. In addition they have limited opportunities to practise basic skills in a range of subjects. Planning to help the pupils gain skills bit-by-bit is not detailed enough. These aspects inhibit the pupils' learning. Pupils with high attainment are sometimes challenged well but at other times, not sufficiently. The needs of pupils with learning difficulties are largely met well because their learning targets are pursued by staff and they have good support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum meets statutory requirements and is enriched well with visits and extra-curricular activities. There are significant improvements since the last inspection. Provision of sequential learning of skills is not detailed enough and the reception children's experiences are limited when there is insufficient support.
Provision for pupils with special educational needs	Satisfactory. The pupils are supported well with a sound range of procedures and help, including the early provision of individual education plans and the full involvement of parents and pupils in identifying appropriate targets for learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good for these aspects, except for cultural development, where it is satisfactory. Discussion lessons play an important part and the pupils are offered good decision-making opportunities. However, they have limited opportunities to extend their awareness of the contribution of other cultures to British society.
How well the school cares for its pupils	The support, guidance and welfare provided for pupils are good. Teachers and support staff know and understand the pupils well. All pupils, irrespective of ability and gender, are fully included in the life and work of the school and receive good personal support, care and guidance. The procedures for assessing pupils' attainment and progress are good and have improved considerably.

The school has improved its partnership with parents, which is now good. It provides good information and is generally open and approachable. The large majority of parents have positive views about the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The good leadership and management of the headteacher have helped the school to improve and overcome its serious weaknesses. Staff are now clear about their roles and their part in effecting improvements. However, improvements have yet to raise pupils' standards consistently.
How well the governors fulfil their responsibilities	Satisfactory. The governors are very active in supporting the school and checking the impact of improvements. Their statutory responsibilities are carried out well but their long-term view of the school's development is uncertain.
The school's evaluation of its performance	Satisfactory. There is a good number of strategies to check developments and gain an overview of the school's effectiveness. The results lead to a good set of priorities for development. However, some aspects, such as the difference between the performance of girls and boys, are not checked and staff changes are not prepared for enough.
The strategic use of resources	Satisfactory. Financial administration is good and there are effective procedures for checking and controlling spending, for providing regular reports to the governing body and for ensuring that the principles of best value are applied. Future spending plans are less clear.

The school's accommodation remains unsatisfactory despite recent improvements. Further improvements are planned. The number of staff is generally adequate although children in the reception

year need more support.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The leadership and management of the school and the approachability of staff. • The good attitudes to work promoted through positive target setting. • How pupils enjoy school and make good progress. • The way in which the school cares for the pupils and helps them develop into mature individuals with good social and moral values. • The good teaching and improving standards. • The way the school keeps parents well informed. 	<ul style="list-style-type: none"> • Some feel there is not enough homework, particularly for older pupils, and that pupils received too little feedback on work completed at home. • A more interesting range of activities after school. • A small minority of parents expressed concern about incidents of disruptive behaviour and bullying.

The inspectors agree with the positive views expressed by parents. The inspectors consider that the setting of homework to support learning is satisfactory and that the marking of pupils' work is good. The range of activities after school is judged to be good for both older and younger pupils. It is true that, in a few lessons, some pupils do not want to join in. However, these pupils rarely disrupt the learning of others because the behaviour management and teaching strategies used are effective. The school has a well-established range of strategies for dealing with inappropriate behaviour, including any incidents of bullying.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards of the Year 6 pupils are below average in English, mathematics, science and information and communication technology. This is largely because the pupils have gaps in their knowledge and skills, and teaching in the past has not rectified these. However, there are strong indications of improvements and the pupils now make at least satisfactory progress in lessons. In a majority of the lessons for pupils of Years 3 to 6, the pupils' learning is good. In speaking and listening, art and design, music and physical education, standards are satisfactory for these year groups, but in geography, history and design and technology inspectors were unable to make judgements. Standards for Years 1 and 2 are satisfactory in speaking and listening, reading, art and design, music and physical education. They are good in design and technology. In writing, mathematics, science and information and communication technology, standards are below average. However, in geography and history judgements were not possible.
2. Since the last inspection the standards that the Year 6 pupils achieve, as shown in the national test results, have been very erratic. In 2000 they were very low and in 2001 they rose to be close to the national averages. However, in 2002 they fell again in English and mathematics. This was because there were very few pupils and a high degree of learning difficulties. These results are not seen as typical of the school's performance. The general trend, while below national averages, is broadly in line with the rising national trend. However, more often than not since 1998, the performance of boys has been higher than that of the girls and this is significantly different to the national picture. Taking together the 2001 and the 2002 groups of Year 6 pupils achieved at least satisfactorily since their Year 2 tests, making the expected progress. For pupils of Year 2, the results of the national tests had been improving each year since the last inspection and slightly exceeded national averages in 2001. However, the results for 2002 are lower than this and suffered from a lack of high attainment and a high proportion of pupils with learning difficulties. Here too, the girls' results were not as strong as those of the boys.
3. The results of national tests need cautious interpretation because of the small numbers of pupils in each year group. In some year groups there are high proportions of pupils with learning difficulties and there are some pupils who were not at the school for the full period since their Year 2 national tests. While current standards for pupils of Years 6 are below average, the tests carried out for other year groups indicate stronger standards, particularly in mathematics. For example, in reading and mathematics the current Years 4 and 5 pupils have above average standards and they are achieving well. Overall, the pupils' achievement is satisfactory. However, there have been year groups for whom there was insufficient achievement but the pupils now learn well in lessons and are making at least satisfactory progress.
4. In speaking and listening, standards are satisfactory throughout, despite the significant minority of pupils who join the school with below average standards. This is because the small class sizes and some good questioning by teachers provide many opportunities for the pupils to speak at length. Standards of attainment in communication, language and literacy on entry to the school are below average with several children below and few above average. By the end of Year 2 the large majority of pupils have learnt to read at expected standards although their knowledge of letter sounds is inconsistent. Their writing is below average and no pupils achieve high standards, partly because of inconsistent knowledge of letters and the sounds they

represent. Skills of handwriting, punctuation and spelling are weak. In mathematics, most pupils achieve the standards expected and a few achieve higher, although in the current Year 2 group there is little high attainment. In science, standards are below average because not enough pupils meet the expected standards, although in the 2002 national tests there was some high attainment.

5. At Year 6 reading standards are below average because none has a high standard. The books they read are sometimes too difficult and they do not understand the texts fully. However, they understand well how to retrieve information from non-fiction texts. In writing, standards are below average because the pupils have not gained sufficient skills in spelling and punctuation and have too little practice of writing in other subjects. In mathematics, standards are also below average currently, although the results of the national tests for 2001 were average and showed good achievement. The current Year 6 pupils have gaps in their basic number skills and there is little high attainment. Although most pupils achieve the expected level, standards in science are below average because there is very little work at a higher level and the work in the pupils' books indicates some gaps in their learning. In information and communication technology, standards are below average also because the pupils have not yet gained sufficient skills, because systematic teaching has only recently been introduced.
6. Standards are rising but they are not high enough. Although few children enter the school with above average attainment, by the end of Year 2, a few achieve well and gain above average standards in science. However, too many do not achieve satisfactorily. By the end of Year 6, there is often some attainment above average although in 2002 and in the current Year 6, there is little or none. More able pupils make good progress when they are taught with older age groups, but on other occasions the challenge provided for them is inconsistent in different subjects. Pupils with learning difficulties make at least satisfactory progress because of the clear targets set in their individual education plans. These are known well by teachers and classroom assistants, who give good support in helping the pupils to meet them. The school sets individual targets for attainment and these are shared with the pupils and parents and significantly help them to make progress. Overall targets are also set cautiously to reflect the particular capabilities of the year group in question. They were not met in 2002, due to new pupils joining the year group, but are more likely to be in 2003.
7. The progress of the reception children, who are taught in the same classroom as Years 1 and 2, is mixed. By and large this is satisfactory and the majority are likely to meet the expected standards in several areas of learning before they enter Year 1. However, in communication, language and literacy, a number of pupils have weak attainment and are unlikely to meet expected standards at the end of the year. Progress is fastest when they are taught separately, either by the nursery nurse or by the teacher. However, for sizeable periods of the week the teacher has no support and this dilutes the specific provision made for reception children. Nevertheless, standards and achievement for these children have improved since the last inspection because the teaching and the curriculum are planned to suit the children's age and abilities better.

Pupils' attitudes, values and personal development

8. The pupils' attitudes to school are good. They enjoy school and demonstrate interest and enthusiasm for their work. In a few lessons some boys, who find learning and concentration difficult are reluctant to participate. These pupils rarely disrupt the learning of others because the behaviour management and teaching strategies used are effective. Overall, the inspection evidence confirms the positive views expressed by parents at the pre-inspection meeting and through the returned questionnaires.

9. The youngest children play well together, use their imagination and show a high level of interest. These children have settled well into the routine of school life, show good listening skills, follow instructions and have good self-discipline. For example, they hold up a hand to gain the attention of their teacher or to respond to a question. In one lesson observed, where they were working with numbers, the children were lively, interested and keen to be involved in the learning activity.
10. Pupils in Years 1 and 2 work well together and show high levels of interest in what they are doing. A good example of collaborative learning with the two classes was observed in music, where pupils were attentive and made a good creative contribution to the lesson. They also showed great enthusiasm and excitement when asked to programme and predict the movements of a robotic device during an information and communication technology lesson.
11. As pupils progress through the school their interest and enthusiasm for their learning continue to develop. Older pupils in Years 5 and 6 showed imagination, inventiveness and good collaborative skills when creating dance movements in a physical education lesson. By their last year in school pupils are motivated learners, show a growing maturity and have a good understanding of what they need to do to improve their own attainment.
12. Behaviour in lessons and around the school is satisfactory. The majority of pupils are polite and courteous towards each other and towards adults. Staff treat pupils with respect and consideration and this is reflected in the confidence and trust that they in turn demonstrate in their relationships with others. Pupils of all ages have the confidence to discuss unacceptable or inappropriate behaviour with a member of staff in the certain knowledge that it will be dealt with appropriately and incidents, such as bullying, quickly resolved. There have been no exclusions.
13. Relationships between all members of the school community are good. The vast majority of pupils consistently show respect for the feelings values and beliefs of others and have a satisfactory understanding of the impact that their actions can have on others. The majority care for each other and demonstrate good levels of tolerance towards the few pupils who have difficulty in consistently complying with the good standards of behaviour expected from them. Both girls and boys, and those who find learning or consistent behaviour difficult, are fully included in the life and work of the school.
14. Pupils respond well to the opportunities provided for them to show initiative and take responsibility. Older pupils are trained as 'buddies' to offer support and friendship to younger pupils during break times. Monitors help to prepare and clear up before and after lessons; lay the tables for lunch, and set up and operate overhead projectors and music systems. A newly established school council is being encouraged to become more independent by setting its own agenda and electing its own chairperson and secretary.
15. Attendance and punctuality are satisfactory overall. The attendance is well above the national average, but punctuality in the mornings is unsatisfactory with a significant number of pupils arriving in their classrooms during the ten minutes allowed for registration. Pupils' good learning attitudes have been maintained since the last inspection. When they leave the school, pupils have well-developed social and moral values that will guide them well in their future education.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. Teaching is satisfactory. In 42 per cent of the lessons it was good; the rest were satisfactory. There was no unsatisfactory teaching during the inspection and this picture represents a considerable improvement since the last inspection. None of the current teachers were present then. During this inspection much of the teaching for the Reception, Year 1 and Year 2 pupils was carried out by a temporary (supply) teacher. Some of the teaching of the reception pupils is carried out well by a nursery nurse.
17. This better quality of teaching and the systems to support it are helping to improve the pupils' learning so that standards are rising. Learning is now satisfactory and often good. For example, specific programmes for the teaching of spelling are helping to improve these skills. The good use of test results to help teachers to set appropriate targets for each child's attainment has raised the pupils' knowledge of their own learning and their desire to achieve. This also helps teachers to emphasise what the pupils should learn next. Discipline and behaviour are managed well so that pupils concentrate on their learning. However, their written work is often slow and the amount produced does not provide sufficient practice in newly taught skills. The marking of work and oral feedback to pupils are good and provide helpful advice to pupils on how to improve. Consequently, despite the slow pace, they usually make good efforts and their past work shows sound progress. The methods that teachers use to teach the curriculum are good and provide a good degree of motivation in most subjects. For example, in a mathematics lesson for pupils of Years 3 and 4, a 'cops and robbers' game provided much motivation to practise quick number calculations.
18. The teaching of literacy and numeracy is satisfactory and, in nearly half the lessons observed, it was good. Planning is sound and follows the national guidance appropriately making provision for pupils of different ages that are taught together. In an effort to raise standards, the pupils of Years 5 and 6 are taught separately from Years 3 and 4 for these subjects. This is being effective and the degree of challenge for higher attaining pupils is good more often than not. The key learning objectives are taught sequentially. However, the pupils' bit-by-bit gaining of core skills, such as the sounds that letters represent, is not carefully enough recorded and planned for each child. Furthermore, the pupils have too little time to practise these skills and use them in other subjects. Consequently, their written work is slow and standards in other subjects and areas of learning are affected to a degree. Insufficient use is made of information and communication technology in other subjects although teachers are beginning to use computer skills to help learning across the curriculum.
19. The teaching of the reception children is satisfactory and occasionally good. Where it is good, the class teacher has the support of a nursery nurse who provides stimulating, high quality learning activities for these children. This support is an integral part of the planned provision for morning sessions. In afternoon sessions, there is no such support and the teacher also teaches the Year 1 and 2 pupils. Then, the planning, the teaching of the reception children is not so good and does not meet their needs so clearly. At the times when all children are taught together, the organisation of lessons is largely based on subjects and the opportunity for reception children to make their own decisions about learning is more limited.
20. Pupils with learning difficulties are taught alongside others and given appropriate support. This is sometimes through a classroom support assistant and sometimes through the class teacher. The few occasions when there are behavioural difficulties are dealt with well. The pupils are supported well in their self-esteem and their learning because teachers make a special point of knowing what their learning needs are and of publicly acknowledging their successes.

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

21. The school provides a broad and balanced range of learning opportunities in all subjects in the National Curriculum based on appropriate programmes of work, taken from national guidelines. The curriculum meets statutory requirements, including those for a daily act of collective worship. Planning for the reception class follows national guidance and this is an improvement since the last inspection. The quality and range of learning opportunities are satisfactory throughout the school. However, during the inspection the provision for the reception children was unsatisfactory at those times when there was no support in the classroom. Access to outdoor play activities is restricted to times when there is nursery nurse support, and in poor weather, classroom furniture has to be moved in order that physical education can take place in a restricted space.
22. Long-term planning for Years 1 and 2 is on a two-year cycle but planning for older pupils is on a varied cycle depending on the subject. This is to avoid pupils in mixed-aged classes repeating the same work. Medium and short-term planning gives details of learning objectives and activities matched to the abilities of the children. However, the sequential learning of skills such as letter sounds and spelling is not taught with sufficient detail to meet the pupils' individual needs, nor is enough repetition and practice offered. The school has identified weaker skills in spelling and has a programme of learning designed to improve these skills although it is too early to see if this is being effective. For the reception children, the planning during the inspection had little detail.
23. English and mathematics are taught in line with the National Literacy and Numeracy Strategies. All other subjects are planned in line with nationally recommended schemes of work, although the school has not yet adapted these to meet the needs effectively enough of pupils of mixed ages. The curriculum is constantly under review and the school's development plan identifies a programme of policy revision in order to ensure that sufficient provision is made for pupils in mixed age classes. The school is rightly keen to extend the use of information and communication technology in other subjects. Subject plans do not currently provide for enough use of other basic skills such as literacy and numeracy in the plans.
24. Pupils of Years 3 and 4 are taught in separate groups from the Year 5 and 6 pupils for English and mathematics. This arrangement promotes a greater emphasis on planning and teaching and on the pupils' progress. Within these groups, the effective use of classroom support assistants enables pupils with learning difficulties to make sound progress. The arrangement is also beneficial to the younger more able pupils who are taught alongside older ones. The school is also well aware of the needs of older, more able pupils and promotes these on an individual basis. This attention to the needs of individual pupils also helps to promote high standards for girls. The small size of teaching groups enables the teachers to help individual pupils to make progress at their own level. For example, the marking for Years 3 to 6 is of a high standard and teachers offer constructive oral and written feedback to individual pupils providing clear information to help them improve. However, in science, the opportunities provided for pupils to develop good ideas about scientific testing are not emphasised sufficiently.

25. Since the last inspection there has been considerable improvement in the provision for information and communication technology. The school computers are now networked and linked to the internet. A specialist teacher is employed but these developments are at an early stage and their impact is not yet evident. There is scope for further developments in the use of the subject across the curriculum as gaps in the pupils' skills are overcome.
26. The provision for pupils with learning difficulties is satisfactory throughout the school. Procedures to support these pupils have been adapted to meet the new code of practice. Individual pupils' needs are assessed as soon as possible after entry to reception so that individual education plans can be formulated if necessary. The targets are clear and specific, and well-matched to the pupils' educational, social and personal needs. There are regular reviews and good strategies have been put in place for any pupils with a statement of special educational need.
27. The school provides a good range of extra-curricular activities although they are not offered continually. This can depend on staffing availability and the time of year. Younger pupils are offered a horse-riding club, run by a parent. Other activities involve music and art. The school went on a Golden Jubilee visit to Sandringham Castle and older pupils are offered an enriched curriculum when they undertake a residential visit. Activities include fencing, archery, climbing, information and communication technology, trust games and an assault trail. The school makes use of a local art gallery and has invited visitors, such as a conservation expert, into school. Older children visit the Ecotech Discovery Centre where they explore sustainable developments. Good links with the community including the local church, the Friends Committee and parent helpers.
28. Good curriculum enrichment comes from the 'Special Weeks' which the school holds. Here, the focus is on one specific curriculum area, such as science or information and communication technology, and every child is involved in a range of exciting activities. Pupils work in mixed-age groups and parents and visiting 'experts' provide challenging but unusual activities. For example, a visiting specialist worked with pupils to knock down targets with a programmable floor device.
29. Provision for personal, social and health education is good. The school sex education policy is being revised to include pupils of Years 1 and 2. The 'Living and Growing' materials have been acquired and are being reviewed by the governors. It is hoped that these materials will be in use by Summer 2003 in science and personal, social and health education lessons. A drug education policy is in place appropriately. Staff have undertaken professional development in this aspect and looked at ways to teach it within the curriculum. It is being planned into science and discussion lessons. Planned discussion sessions extend pupils' confidence and personal skills. For example, a group of Year 3 and 4 pupils discussed issues that cause them anxiety and the pupils were willing to join in discussions because of the trusting relationship they had with the teacher and each other.
30. The curriculum for personal, social and health education has helped bring about improvements to the way that the pupils behave. Class rules are decided together and the pupils feel a good sense of ownership for them. The school council has made decisions about appropriate behaviour in different areas of the playground. In this way the pupils explore ideas about right and wrong.
31. The school provides good opportunities for pupils' spiritual development through assemblies, lessons and the day-to-day life of the school. Pupils are given time to reflect on prayers and stories. In a whole-school assembly, pupils reflected on their values and beliefs after being told a Bible story. In a personal and social education

lesson, pupils reflected upon personal emotions to good effect. Appreciation of the arts is promoted throughout the school as is the quality of work in other subjects, where pupils can explore values and the impact on human emotions.

32. Provision for moral education is good. The class rules emphasise the care and respect that pupils are expected to show one another. All staff expect good behaviour from the pupils. Good standards of behaviour are quickly established for the reception children and all pupils have a clear understanding of the rewards and sanctions used. As a result, behaviour is satisfactory in the classrooms, at dinnertime and on the playground. The school council has set up a playground 'buddy' system which ensures pupils are not lonely at break times. Teachers provide planned opportunities to discuss moral issues, for example in discussion lessons. Pupils know right from wrong and are set a good example by the staff. The expectation that pupils and staff will respect the views of others pervades the school.
33. Pupils' social development is promoted well. Social values are demonstrated well by adults throughout the school and pupils are encouraged to care and take responsibility for others. Pupils often work in pairs or in small groups in lessons, for example, in a mathematics lesson, where Year 5 and 6 pupils collaborated to come to agreed explanations. In 'Special Weeks' pupils work in groups of mixed ages. In the playground, older pupils chosen as 'buddies' look after younger pupils. The residential educational opportunities for older pupils make a strong contribution to their personal growth and social development. The inclusion of pupils with learning difficulties supports pupils' social development and promotes positive attitudes to these pupils.
34. The school's provision for pupils' cultural development is satisfactory. The school promotes teaching that provides opportunities to encounter and understand the traditions and values of different cultures in personal, social and health education as well as other subjects. There are few opportunities to explore the contribution of people of non-western cultures to British society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The support, guidance and welfare provided for pupils are good. The teachers and support staff get to know and understand the pupils well. All pupils, irrespective of ability and gender, are fully included in the life and work of the school and receive appropriate individual personal support, care and guidance. The procedures for checking up on and recording the pupils' personal development are very good. Parents who attended the pre-inspection meeting and returned questionnaires were happy with the way in which the school cares for their children and how it helps them to develop into mature individuals with good social and moral values.
36. Health and safety procedures are effective and include satisfactory arrangements for the provision of first-aid. Risk assessments, routine inspections of fire and electrical equipment and all actions taken in the implementation of good health and safety practice are meticulously recorded. The headteacher is the designated child protection officer and the established procedures are effective. All members of staff are alert to the needs of pupils and aware of the guidelines for dealing with sensitive issues. The school maintains close links with social services and other relevant outside agencies.
37. Personal, social, health and citizenship education is provided through the curriculum and dedicated 'circle time', a time allowed for pupils to discuss personal and emotional issues. The programme ensures that all the requirements relating to citizenship, sex education, healthy living, and drugs misuse are taught as pupils progress through the school. Personal hygiene practice in the school is good and hand-washing after practical activities, before lunch and after visiting the toilet, is an

established part of school routine.

38. The policies and procedures for promoting and checking the pupils' behaviour are good, and the management of behaviour and implementation of policies are consistent throughout the school. Good learning attitudes and behaviour are rewarded and celebrated and this results in the majority of pupils wanting to do well. Incidents of unacceptable behaviour both in and out of the classroom are managed effectively and sensitively. Classroom support assistants make a significant contribution towards the good management of behaviour. The school has a well-established range of strategies for dealing with inappropriate behaviour, including any incidents of bullying. The procedures for promoting and monitoring good attendance are satisfactory. Attendance is good and has improved since the last inspection, but morning punctuality is unsatisfactory and the school does not have sufficiently rigorous procedures for dealing with this.
39. The procedures for assessing pupils' attainment and progress are good. There is a rigorous and continuous programme of tests to track pupils' progress in literacy, numeracy and science. The programme starts with a 'baseline' assessment when children begin in the reception class. This continues with regular testing at the end of Years 3, 4 and 5, and national tests at the end of Years 2 and 6. Test results are recorded on individual pupil-tracking sheets and the data used to set individual pupil targets for future attainment.
40. The systematic use of tests to monitor pupil progress and inform future curriculum planning has been improved significantly since the last inspection. The results of tests are analysed to determine what support pupils need to achieve their targets and overcome any identified weaknesses. Individual attainment targets are discussed and agreed with parents and pupils. Consequently, the pupils, parents and teachers have a good understanding of what each child needs to achieve next, in English, maths and science. Overall, the procedures for monitoring and supporting pupils' academic progress are good, although they have had too little time to make a significant impact on standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The large majority of parents have positive views about the school. They consider the school to be well led and managed and staff very approachable. They expressed the view that the school promotes good attitudes to work through positive target setting and that the pupils enjoy school and make good progress. They appreciate the way in which the school cares for the pupils and helps them develop into mature individuals with good social and moral values. The quality of teaching is considered to be good, and standards are thought to be rising. The school keeps them well informed. Inspection evidence confirms these positive views.
42. Issues raised by some parents concerned the amount of homework set, particularly for older pupils, and a lack of feedback on work completed at home. Others felt there could be a more interesting range of activities after school. A small minority of parents expressed concern about incidents of disruptive behaviour or bullying. The inspectors consider that the setting of homework to support learning is satisfactory and the marking of pupils' work is good. The range of activities after school is judged to be good for both older and younger pupils.

43. The inspectors agree that in a very few lessons some pupils demonstrate a reluctance to participate in learning activities. However, these pupils rarely disrupt the learning of others because the behaviour management and teaching strategies used by staff are effective. The school has a well-established range of strategies for dealing with inappropriate behaviour, including any incidents of bullying.
44. The school works hard to achieve a good working partnership with parents. The home school agreement clearly defines the mutual expectation of the school, parents and pupils. The information provided by the school about the pupils' progress and the curriculum they follow is good. The sharing of individual targets with parents helps them to become involved in the education of their children and support the work of the school.
45. Annual progress reports include a summary of curriculum coverage and a review of pupils' achievements in each subject. A separate section summarises individual targets to guide future learning, together with a provision that enables both pupils and their parents to respond in writing if they so wish. Regular review meetings give both pupils and their parents the opportunity to discuss targets with class teachers. Overall, the communication between school and parents on pupil progress and future learning targets is good.
46. An active 'Friends of the School' association organises many social and fundraising events involving both parents and the wider community. The association has been very successful in raising funds and providing practical support for special projects in and around the school. Overall, the partnership between school and parents has improved and developed since the last inspection, and the contribution that most parents make to their children's learning, both at school and at home, is good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The school is well led by the headteacher and there is a very clear emphasis upon raising standards through good teaching and through other improvements. There is a good number of strategies to overcome the school's previous weaknesses and to raise standards of attainment. The action plan following the serious weaknesses identified in the last report was amended and taken over by the new headteacher in 2001. This has now been integrated with a comprehensive plan for the school's development. It outlines a large number of actions to effect improvements during the current year and into 2004. An important feature of improvements is a programme for checking the quality of teaching. This is carried out effectively by the headteacher and, to some extent, the governors with the support of local education authority advisers. The lesson observations result in helpful written evaluations and feedback to teachers. They indicate that teaching has improved since the last inspection. Taken together, the good strategies for improvement are beginning to raise the pupils' attainment but have not had time to make sufficient impact.
48. Since the last inspection the overall improvement has been satisfactory because all the key issues have been worked on and improvements made, although standards have not been raised enough yet. The curriculum has been substantially reviewed and re-organised to provide an effective balance of subjects, clear objectives for learning, appropriate teaching methods and assessments that lead to individual targets for learning. The curriculum for pupils in the reception year is now planned to promote learning towards the expected standards. Teaching quality has improved and there are now no unsatisfactory lessons. The school's management has changed and is now provides for many checks and reviews of standards as well as clearer responsibilities for staff. These improvements have been sufficiently effective to indicate that the school no longer has serious weaknesses. However, although

standards have risen steadily in the Year 2 national tests, and they are improving across the school, they have not yet risen enough and more checks are needed to ensure that all the pupils achieve as well as possible. For example, the attainment of girls has not been identified as an issue, although each individual pupil's progress is checked and promoted.

49. The governors have been very active in supporting and checking up on the school and its improvements. They are part of a rigorous programme to check that the school is developing its effectiveness across a wide range of aspects. The programme is effective and helps to identify priorities for development that are carried forward to the school's development plan. The governors' role in ensuring that statutory requirements are met is good and they have gained a sound view of the school's strengths and weaknesses. However, their views about how the school should develop in the longer-term are not as clear. There is a desire that the school should continue to grow in numbers but a lack of clarity about how much and by what means.
50. Financial planning is thorough and takes full account of the cost of implementing the school development plan and ensuring the identified educational priorities are addressed. The governors make sound use of the school's finances and any additional grants are allocated for their intended purpose. The high balance carried forward last year and the projected balance at the end of the current financial year are partly as a result of the impact of the rapid growth in pupil numbers over the past twenty months. Although high in percentage terms, because this is a small school, the actual amount is not excessive and the funds are allocated for further improvements to the accommodation.
51. Financial administration is good and there are effective procedures for monitoring and controlling expenditure, for providing regular reports to the governing body and school managers and for ensuring that the principles of best value are applied. The day-to-day organisation of the school is efficient and the administrator provides good support to staff, pupils and parents. Good use is made of new technology for financial planning and administration and to support the delivery of the curriculum. The school provides satisfactory value for money and the principles of best value are applied but only for major purchases.
52. The school is located on a small site with limited hard-surfaced area for physical education, sports and recreational use. A small area under a group of mature trees contains an new and interesting 'adventure trail' with climbing and exercise frames. Externally, the main building is maintained well but the temporary timber building is nearing the end of its useful life.
53. Although much has been done to create a stimulating learning environment, including the refurbishment of classrooms, the size and quality of accommodation for the number of pupils on roll are unsatisfactory. The available space is well utilised but provides inadequate support for the full delivery of the National Curriculum. It is difficult for pupils to concentrate when two separate subjects are being taught in the same room, for example, one group working on computers while another group are engaged on a totally different activity. Further improvements in the accommodation are planned.
54. Classroom furniture is often moved to accommodate different activities, for example, indoor physical education lessons and other practical lessons such as design and technology and art and design. Lunch is eaten in the classrooms. There is no specialist accommodation and outside facilities have limitations for the very youngest children. The interior of the building is maintained and cleaned to a good standard. The limited display areas promote interest in the curriculum and provide information

about school trips and additional activities, as well as creating a degree of spiritual and cultural awareness. A small area of display is dedicated to the celebration of pupils' achievements. Learning resources are generally in sufficient quantity and of reasonable quality. The pupils are responsible in helping to care for them and often take good responsibility for their storage.

55. While the number of teachers and staff are adequate for the number of pupils, the school is rightly keen to provide teaching that is more closely directed at the needs of pupils of particular ages. To some extent, this has been done by providing literacy and numeracy teaching for pupils of Years 3 and 4 separately from that for Years 5 and 6. The nursery nurse enables the teaching of reception pupils to be separate from the Year 1 and 2 pupils. However, this is only for part of the time, and more separation is needed to provide sequential learning for these pupils, within the appropriate curriculum. All staff now have clear job descriptions and there is a sound programme of professional development. The school implements the governors' performance management policy fully and this complements other strategies for improvement well. Since the last inspection there has been a complete change of teaching staff. Further changes soon to take place make the schools' capacity to succeed less predictable.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Those issues marked * are ones that the school has already identified.

In order to raise standards and develop the school's effectiveness, the governors, headteacher and teachers should:

- (1) improve the pupils' standards in English, mathematics, science (Para 1) and information and communication technology* by:
 - providing a clear programme of teaching of basic skills in each of these subjects that is adapted to each pupil's progress and any gaps in their competence; (Paras: 18, 22, 73, 74, 85)
 - using a range of strategies to increase the opportunities that pupils have to practise skills and to increase the speed of their work; (Paras: 5, 7, 18, 61, 74, 75, 106)
 - promoting a greater emphasis on aspects of these subjects that are currently weaker, namely: spelling;* scientific enquiry, using and applying mathematics and girls' attainment, (Paras: 24, 74, 80, 84, 86, 106)
- (2) provide planning that clearly identifies the ways in which the knowledge and skills gained in the above subjects may be used in lessons for other subjects, (Paras: 22, 23, 25, 74, 89, 106)
- (3) improve consistency throughout each day in the provision of the foundation stage curriculum by increasing the support available. (Paras: 7, 19, 21, 22, 56, 58, 67)

In addition to the above issues, the governors should consider for inclusion in the action plan the following weakness:

- the governors' own long-term view of the school and the ways in which its needs may be met, particularly in staffing decisions. (Paras: 49 and 55)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	10	14	0	0	0
Percentage	0	0	42	58	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	40
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	11

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	12
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2) and 2 (Year 6).

A table showing the numbers of pupils achieving expected standards in the national tests has been omitted because the total numbers of pupils in these year groups was below 10 and statistical comparisons are unreliable.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	41	0	0
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British – Indian			
Asian or Asian British – Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.8
Number of pupils per qualified teacher	14.3
Average class size	20.0

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	47

Financial information

Financial year	2001-2002
----------------	-----------

	£
Total income	131,413
Total expenditure	136,005
Expenditure per pupil	4,388
Balance brought forward from previous year	15,330
Balance carried forward to next year	10,738

Recruitment of teachers

Number of teachers who left the school during the last two years	2.5
Number of teachers appointed to the school during the last two years	2.8

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	41
Number of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	46	4	0	0
My child is making good progress in school.	54	42	0	4	0
Behaviour in the school is good.	35	50	8	4	4
My child gets the right amount of work to do at home.	31	46	19	4	0
The teaching is good.	58	35	8	0	0
I am kept well informed about how my child is getting on.	62	31	4	0	4
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	69	23	4	4	0
The school works closely with parents.	50	42	8	0	0
The school is well led and managed.	65	35	0	0	0
The school is helping my child become mature and responsible.	50	50	0	0	0
The school provides an interesting range of activities outside lessons.	12	65	15	4	4

Other issues raised by parents

Parents are generally supportive of the school and the changes made in the last two years.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. Children in the reception year work towards the nationally expected standards. The learning opportunities provided are interesting and of a satisfactory quality so that the children, including those with learning difficulties, are motivated well to learn. All the reception children are provided with a solid basis for future learning. Overall attainment of children on entry to the reception year is slightly below average. In spite of their efforts throughout the year, they are still below average in attainment by the end of their reception year in communication, language and literacy. The children make sound progress in their learning when the class teacher is supported by the nursery nurse. This enables staff to provide activities which are aimed to meet the needs of the youngest children.
57. Planning is satisfactory but lacks sufficient detail to ensure activities are matched to these children's learning needs. The children and the classroom are managed well. The adults try to emphasise the development of the children's vocabulary. However, sometimes the older, more articulate children in the class group can dominate discussions. The teaching approaches used in the reception class are appropriate and children are given access to a range of suitable resources in order to enhance their learning. However, the learning of basic skills such as early writing and letter sounds is not clearly enough sequenced or tailored to individual children's needs.

Personal and social development

58. This area of learning is taught satisfactorily. Once settled into school, all the children work well with adults and learn to share with others. They are given opportunities to make choices appropriately, but the accommodation and lack of full-time nursery nurse support are limitations. Nevertheless, they choose some activities and are able to imagine and experiment and make satisfactory progress. The reception children answer the register confidently, sometimes in a foreign language. During the inspection period, they replied, 'Bonjour Madam'.
59. Well-organised routines and clear expectations have a positive influence on the children's behaviour and responses. For example, the children are willing participants at tidy-up time because they know the staff's expectations and that working together makes the task easier. On admission, the children soon realise that good behaviour is expected because the staff take care to give praise and calmly explain why certain behaviour, such as running in the classroom and being unkind to others, is not acceptable. Enjoyment and growing enthusiasm as learners are evident as children immerse themselves in number games, jumping on number tiles, counting teddy bears or recording the results of throwing bean-bags into a hoop. The reception children are included in whole-school collective worship and assemblies. Most children are on course to achieve the expected standards in this area of learning.

Communication, language and literacy

60. Attainment in communication, language and literacy is below average. By the end of the reception year, a significant number of the children are unlikely to achieve expected standards, despite the satisfactory teaching. They make sound progress in some aspects of this area of learning but unsatisfactory progress in others.
61. The children progress in their confidence to speak because there is much spoken interaction, particularly when they are supported by the nursery nurse. Staff talk with the children and encourage them to extend what they say, asking questions and widening vocabulary. The children listen well to class stories such as 'The

Gingerbread Man'. On entry to the classroom every day, they know to choose books to look at and share with others. They take a book home each evening to share with adults at home. However, the children do not spend sufficient time exploring letters and sounds. Opportunities for continual reinforcement of letter sounds were missed, during the inspection. More time needs to be spent on learning basic handwriting skills using a correct pencil grip.

Mathematical development

62. The children's attainment in mathematics is satisfactory. They experience many opportunities to use mathematics in practical ways and across other areas of learning. The teaching is satisfactory. Staff use strategies to consolidate learning, such as by counting round in a class circle. Reception children count up to ten when stepping on large floor tiles. They move up and down the number line counting as they go. Nearly all the children can count up to five with confidence. They can throw beanbags into a hoop, counting as they throw and then record their results with pencil on a clip board. The class teacher and nursery nurse, who know the children, have different expectations of each child, according to need. During a plenary session, reception children record numbers on a white board in front of the rest of the class. Most of the children will achieve the expected standards in this area of learning by the end of the reception year.

Knowledge and understanding of the world

63. The children achieve average standards by the end of the reception year. They learn about the world around them in a variety of ways and the teaching is satisfactory. They experiment with wet and dry sand to see which one will run through a sieve best. They can identify light sources such as an electric light, a television or a fire. They had been into a closet the week before to experience total darkness and knew that darkness meant that there was no light. Children wearing blindfolds felt different objects such as a toy duck and a wooden cube, to try to appreciate the lack of sight. The children had explored the topic of 'Ourselves' and know that they belong to a family. They study 'Sound' and know that sound can be made by scraping, tapping and shaking objects. They look at the uses of electricity in the world about them and they know that it can be used to give us light. The local environment is used to study a habitat. The woodland adjoining school is used to study plants and animals, looking at similarities and differences, and children undertake close observation of plants. They study parts of a plant, and know that plants can be grass, weeds, trees and flowers, and they grow beans and cress in the classroom, noting rates of growth as well as conditions for growth.
64. The children's technological skills are developed as they work with a range of materials. With the support of the class teacher, they work with simple levers to construct a gingerbread house from which a gingerbread man can move in and out. The classroom has good computer provision, but during the inspection period reception children were not using the machines. Correct computer terms are displayed around the machines, such as graphics, flood, fill and icon. They have used a number of appropriate computer programs and a programmable floor device with the support of the class teacher.
65. In order to develop their knowledge of how people lived in past times, children have been to the Norfolk rural life museum at Gressenhall. To develop their sense of place, activities involving the local environment are planned, using photographs of local places. A topic on 'Seaside Holidays' enables children to use past experiences of local and distant holiday destinations, thinking about travel, clothing, favourite foods and holiday activities. The teaching is generally good.

Physical development

66. The children are likely to attain the expected standards, by the end of the reception year. In spite of the limited opportunities for indoor and outdoor physical activities, they learn at a satisfactory pace, due to sound teaching. During poor weather, the classroom furniture has to be moved in order to provide space for physical activity. This is crowded when all the class is present and safety issues are stressed appropriately.
67. The children are able to use small equipment such as bean-bags with relative accuracy. They can balance them on various parts of their bodies such as shoulder, head and foot. The children are able to throw and catch the bean-bags, but with little skill. They can only use the outside for play if the nursery nurse is in attendance. Sometimes the class teacher will take the whole class outside but then the provision offers fewer appropriate activities for reception children. They benefit from using the new outdoor play facility, which has adequate soft landing. Sand and water activities are also used outside. The children's ability to use implements such as pencils is weak. The teaching does not emphasise sufficiently the progressive development and practice of such skills.

Creative development

68. Teaching is satisfactory and staff provide many opportunities for creative development and there is evident enjoyment in the way the children respond. The role-play area is frequently changed and can become a café or hospital. This area is somewhat cramped and children need to be shown how to make the most of such play. They use the carpeted area with a variety of construction toys as well as carpet maps and toy vehicles.
69. Children are given opportunities to work with a variety of materials. They paint large figures of themselves; they use pencil and chalk to create self-portraits and they make texture pictures using net, felt, tissue paper, braid and sequins. They join with Years 1 and 2 for musical activities, for example, making sounds with various parts of their bodies, clicking tongues and fingers, stamping feet and tapping knees. They guess the sounds made by hidden musical instruments such as drum, tambourine and hand bells and work hard at trying to sustain a sound pattern. Children are working at a level which indicates that they will reach the expected standards by the end of the reception year.

ENGLISH

70. The results of national tests are very erratic from year to year because the number of pupils is small. The results of any one year do not necessarily reflect the school's performance and consequently they are not published. Nevertheless, the results of the 2001 national tests for Year 6 pupils were very considerably better than previous years and average overall. The boys' results were significantly better than the girls'. Those for the Year 2 pupils were similar to average and improved slightly from previous years in reading and writing. However, in 2002 the results fell. There were very few pupils in Year 6 and a high proportion with learning difficulties. In Year 2 there was little high attainment and several pupils with learning difficulties.
71. By reviewing the past work of pupils and their attainment in lessons throughout the school, the inspectors judged standards as average in speaking and listening and below average in writing. The standards in reading are average for the pupils now in Year 2, and below average for the current Year 6 pupils. This picture varies from the one found at the time of the last inspection, when standards were a little below average for Year 2 pupils and average for Year 6. However, there has been a steady upward trend in the Year 2 results in writing and reading since 1998, particularly for boys, except for the 2002 results. Since the last inspection there have been

improvements in speaking and listening and in reading at this age. There is no clear trend for Year 6. However, the progress made by pupils of Years 3 to 6 is good and a small proportion achieve better than could be expected. The achievement of pupils from the assessments made when they were five, to the national tests taken at seven, is slightly below average. While the overall picture is one of satisfactory achievement for the pupils who have been at the school throughout their primary education, a lack of detailed skills teaching has impaired the progress of the few more able pupils particularly.

72. The Year 1 and 2 pupils make satisfactory progress in speaking and listening. They are given a number of opportunities to converse and, in whole-class discussions, are often able to answer questions and describe their experiences. This is soundly encouraged by the staff, who help the pupils to express themselves reminding them of the best words to use. By the end of Year 2, most pupils are reasonably confident and articulate. In the Year 3 and 4 lessons, the teachers encourage the pupils to speak and listen well through some very good explanations, and by very good questioning that helps them to make extended explanations. This is also promoted by a school climate that encourages each pupil to listen to others' views with an open mind. In lessons for Year 5 and 6 pupils, the pupils are asked questions that encourage careful thought. However, the pace of such conversations is slow at times. Pupils in Year 6 achieve satisfactory speaking skills and are generally confident to speak effectively in front of the class, or the whole school, because of the support they have had and the many opportunities that are offered for this, especially for those pupils with learning difficulties.
73. In Years 1 and 2 the pupils gain satisfactory reading skills but there is little high attainment by Year 2. Letter sounds are taught from the beginning and often linked with spelling, but pupils' learning is sometimes erratic because they have too little time to practice and use their skills. Consequently, there are gaps in their learning and several pupils lack confidence in tackling new words. Nevertheless, most pupils have positive attitudes to reading, although some of the books they read are a little too difficult. By Year 6, most pupils gain the expected standards although very few have high reading levels, mainly because pupils have been insufficiently encouraged to identify the full meaning of the text. When pupils have progressed beyond the reading book schemes they sometimes choose books that are a little too challenging and have too little support, particularly to gain the full meaning from the text. Progress is enhanced by good teaching about the use of information books and pupils have gained these skills well and are able to use the school's adequate library effectively. Many of the pupils are supported in their reading at home but a significant minority are not.
74. The school has as a priority to improve pupils' writing skills. A number of strategies are being used and these have begun to make an impact, but standards of writing are currently below average. This is partly because there are very few more able pupils and partly because their skills are insecure. For example, in Year 2, there is little joined handwriting and sentences are not regularly formed with capital letters and full stops. Throughout the school, the amount of written work is less than typical and the skills learnt in literacy lessons are not practised sufficiently in written work for other subjects. To help pupils to learn how to spell, a weekly lesson is planned and this is beginning to raise standards of spelling, although currently there are still weaknesses even at Year 6, where occasionally basic words such as "their" and "again" are misspelled. At this age, handwriting is usually joined and often quite neat but the punctuation is inconsistent and the writing lacks depth. The progress that the pupils are now making is generally satisfactory and often good, particularly in the learning gained about the planned key objectives, such as editing and amending writing.

75. The teaching is satisfactory across the school. Marking and the feedback to pupils are

good and the way that targets are set for individual pupils is helping them to know what they need to learn and achieve. The questioning of pupils is particularly effective in helping them to clarify their thoughts and speak and listen competently. The pupils are managed well. For example, in a lesson for Years 5 and 6, despite their strong interest, the pupils did not interrupt others. However, the teaching of skills sometimes lacks carefully planned progression and repetition. For example, in Year 2, some of the worksheets about the sounds that combinations of letters make are not sequenced well and consequently some pupils have gaps in their learning. In Year 6, pupils sometimes start reading from the top of a page rather than the beginning of a sentence, thereby undermining the meaning. In some lessons the work is not challenging enough for higher-attaining pupils. For example, in a lesson for Year 5 and 6 pupils, the challenge for the more able Year 6 pupils was similar to that for the Year 5 pupils. However, the school has recognised the issue of sufficient challenge for the more able pupils and so higher-attaining Year 4 pupils are taught with pupils of Year 5. While the teaching is usually at an appropriate pace, teachers do not make their expectations of the quantity of work clear and seldom tell the pupils how long there is to finish a task. Consequently, there is much unfinished work in the pupils' books and their rate of work is slow.

MATHEMATICS

76. The results of the national tests for Year 6 pupils in 2002 indicated very low standards. This is because of the extremely small number of pupils and the high proportion with learning difficulties. Results of the Year 2 national tests were well below average and below average in comparison to similar schools. The standards currently achieved by pupils in Year 2 are below those expected for their age. Most pupils make satisfactory progress, but the standards achieved by the current Year 6 pupils are below average. Generally, the boys' performance is better than the girls'.
77. By Year 2, the pupils acquire a sound knowledge and understanding of basic numbers. They read, write and order numbers up to 30 and occasionally beyond. A few pupils can do simple calculations with larger numbers. These pupils are able to add numbers under 10 to numbers over 60. For example, the pupils found 69 in response to the question 'What is 4 more than 65?' The pupils make satisfactory progress in their understanding of the value placed on digits in different positions in a number. However, none works with numbers above 100. They make some progress in their calculations, using addition and subtraction. When ordering words and numbers, some pupils are able to use their knowledge of letter sounds to recognise words, for example, five and fifteen and eight and eighteen. Pupils in Year 2 revise the meaning of terms such as 'more than' and 'less than'. Pupils with lower attainment are given appropriate support from the class teacher.
78. In Year 6, the pupils make satisfactory progress. They use fraction notation, including mixed numbers and equivalent fractions, and can change improper fractions into mixed numbers. Higher attaining pupils use decimal notation for tenths and hundreds and are able to order decimal fractions. Sound teaching enabled the older pupils in a class of Years 3 to 6 to be appropriately challenged by a common task of working out possible scoring patterns in a football game. A Years 3 and 4 group made good progress when undertaking activities concerned with halving and doubling numbers in order to ease calculations such as 15×16 . The good teaching in this activity challenged all pupils regardless of their ability.
79. Pupils make satisfactory progress in work related to shape, space and measures. They undertake practical activities and use mathematical vocabulary such as 'perimeter', 'breadth' and 'adjacent'. During the inspection, more able pupils were calculating perimeters of rectangles and regular polygons; they performed calculations in a number of ways, explaining their methodology when asked. Pupils

are given time to explore different ways of working and less able pupils work in a small group with a learning support assistant who sets them similar tasks with lower levels of demand.

80. Older pupils make progress in using and applying their knowledge in a range of situations, although their skills are weak. Pupils' ability to organise their work and present their findings is developing slowly and their rate of work is sometimes too slow. This is because the older pupils are still disadvantaged by gaps in their knowledge. The marking of the older pupils' work is of a high calibre. There is constructive commentary to identify and support possible improvements. While pupils are currently making satisfactory progress, those with gaps in their learning have not achieved enough.
81. Teaching is satisfactory for Years 1 and 2 and good overall for Years 3 to 6. Where the teaching is good, lessons are planned well with detailed information about activities for all the groups of pupils, including those with learning difficulties. Learning objectives are shared with pupils and reviewed at the ends of lessons. The mental calculation sessions are lively and involve the pupils well. For example, a game of 'Cops and Robbers' in a class of Years 3 and 4 pupils involved using strategies to calculate number problems and excited the pupils greatly. Good use is made of mini-white boards, which the pupils use quickly and effectively. These enable the teacher to check up on pupils' understanding and progress, although support assistants are not used enough to record this information. However, they make a valuable contribution to pupils' progress and support pupils with learning difficulties well. Clear explanations and questions from the teacher promote pupils' learning and challenge the higher attaining pupils. The final discussion part of each lesson is used satisfactorily throughout the school to consolidate and check what the pupils have learnt.
82. Standards have deteriorated since the last inspection. The teaching of younger pupils is still satisfactory and it has improved recently for the older pupils. However, these improvements have not had time to affect standards. The National Numeracy Strategy is being used appropriately in school and key objectives for what the pupils should learn are recorded weekly with Years 3 and 4. Individual targets are identified arising from the pupils' last test and these are reviewed termly. The newly appointed co-ordinator is very enthusiastic about the subject. She is knowledgeable and confident enough to recognise what needs to be done to raise standards and has started some of these actions.

SCIENCE

83. In national tests in 2002, the Year 6 pupils' results were well below average. This was due to the very small number of pupils and the fact that over half had learning difficulties. The results of assessments made by teachers of the Year 2 pupils were well below average. The group contained a number of less able pupils. The attainment of the present Year 6 pupils is below average. This is because the curriculum was not taught fully in previous years and there are gaps in the pupils' learning. The standards achieved by the current Year 2 pupils are below those expected. The standards for Year 6 pupils are currently below those expected for their age. The school has already identified the subject as one in need of improvement.
84. The pupils of Years 1 and 2 make satisfactory progress. They know that light comes from sources such as the sun, fire and a torch. During the week prior to the inspection, the pupils had gone into a cloakroom and had experienced total darkness, appreciating that dark is the absence of light. There is evidence of practical work and steps are being taken to introduce the idea of fair scientific testing to the younger pupils. This currently lacks a sufficiently systematic approach. Pupils can identify

similarities and differences between themselves now and when they were babies. They are aware of the differences between sounds and that this depends on how the sound is produced. They can construct a simple circuit. They have studied life cycles of plants and animals and have carried out a habitat study, using a site near to school. The pupils' recording about their findings is often limited and the teachers' expectations of the older pupils are not high enough.

85. The recent appointment of an experienced, skilful teacher for Years 3 to 6 has not had time to raise standards although her high expectations are beginning to. The older pupils have started to use a planning framework to design investigations and to identify the variables. During activities concerned with light, the pupils studied shadows and looked at the factors that affected the size and definition of a shadow. They know how to construct electrical circuits, although some pupils lack skills in handling and joining wires. Occasionally, pupils are distracted in lessons when another lesson is taking place in the same room and this can lead to lapses in behaviour.
86. The pupils' past work reveals few opportunities to investigate and gain the associated skills. The school has rightly identified this aspect as needing development. Pupils in Years 3 and 4 work with materials, studying dissolving and reversible and irreversible changes. They have tried different forces to decide which is a push, a pull or an equal action. These pupils have also investigate the stretching of elastic bands. Older pupils study light, transparent, translucent and opaque materials and carry out simple experiments with magnets and paper clips. The recording work from all these pupils is below that expected for their age. The pupils have been limited by the work-sheets used and had few opportunities for sustained scientific writing.
87. A nationally recommended scheme is used throughout the school but this is now supplemented by other published materials. Pupils are given some opportunity to use their local environment for work. The quality of the science teaching is satisfactory overall and good in the class for older pupils. This high quality approach needs to be disseminated to pupils throughout the school.
88. Teaching and learning are satisfactory for the Years 1 and 2 pupils and good for the older pupils. Learning objectives are shared with the pupils and displayed throughout lessons, although they are not always looked at again at the end of the lesson to check the learning that has taken place. In some cases teaching provides insufficient challenge for the older pupils of higher ability. Pupils are taught to use words such as 'reflector' and 'electricity', but other opportunities to develop a scientific vocabulary are missed. Where teaching is good, the planning is thorough and makes the learning exciting, frequently suggesting reference to the pupils' own experiences. The teaching offers high expectations in terms of presentation of work, behaviour and a mutual respect. Learning support assistants work with pupils with special educational needs who have similar tasks at a lower level of demand. They help all pupils to make at least satisfactory progress. In all the teaching, health and safety procedures are observed well by staff, and by Year 6, most pupils are able to work well collaboratively.

89. Assessment procedures for science lack rigour. On-going records are kept whereby the teachers comment on the progress of each child and these comments are checked by the co-ordinator. So far this year, the co-ordinator has not been able to observe science teaching. Although there has been an emphasis on developing the use of information and communication technology in other subjects, it is not yet used sufficiently in science. There is too little learning about experimental processes throughout the school.
90. The enthusiastic co-ordinator has many responsibilities but is keen to see standards raised throughout the school. Several positive steps have been taken. Pupils are taken on educational trips to enhance their knowledge, for example, to a centre for sustainable energy. Visitors to school include the leader of the Fenland conservation project and also school grounds have been improved by the erection of bat boxes. During a science "special week", an Astra Dome was erected in the school hall in order to consolidate pupils' understanding of earth and beyond.

ART AND DESIGN

91. Standards are satisfactory throughout the school and have improved since the last inspection, when they were unsatisfactory. A small number of displays suggest occasional high standards and enthusiastic teaching. Only one lesson was observed and this was for pupils of Years 3 to 6. However, the work of pupils was reviewed and discussions were held with pupils. The subject is popular and pupils enjoy lessons.
92. In the lesson observed the pupils compared artistic styles and were able to use appropriate terminology such as texture, tone and shading. They were also able to observe and draw satisfactorily using a range of media, which they chose appropriately. The challenge was appropriately harder for the older pupils and all the pupils learnt well about styles and media and experienced the techniques taught. This successful lesson was part of a carefully planned series to help pupils gain understanding and skills. The work in the pupils sketch books indicates satisfactory quality of observational drawing, although this work is not frequent and consequently is sometimes immature for the pupils' age.
93. The teaching seen was good and indicated a very good knowledge of the subject. Some specialist teaching is carried out. However, the pupils' work does not indicate a clear progression of skills, particularly for Years 1 and 2, and pupils need more regular experience of observational drawing from the start. The subject is enhanced well through the work done in "Special Weeks" and visits, for example to a local gallery.

DESIGN AND TECHNOLOGY

94. Standards are good for pupils of Year 2. They have well-developed skills and are able to cut, join and decorate well what they make. In a lesson, pupils in Year 1 followed instructions well and made a moving picture with very little help from the teacher. Although one lesson was observed for older pupils, this was to help them remember how to make a light bulb work in preparation for a designing and making activity and did not indicate the pupils' abilities in this subject. Standards could not be judged for the Year 6 pupils.
95. A review of past work in Years 1 and 2 indicates that pupils have good experience of designing and making activities and they have used a range of techniques. They are also used to evaluating what they have made and suggesting improvements. Their experiences include: making models from construction apparatus and redundant

materials, some sewing activities, cooking, and designing items to meet a need. These indicate a clearly planned curriculum, the provision of opportunities to gain skills, and the pupils' good attitudes to the subject.

96. Teaching is satisfactory for pupils of Years 1 and 2. In the lesson observed, they were given clear instructions and the tasks were demonstrated. Additional help was given to the Year 1 pupils in carrying out their tasks and all the pupils were provided with appropriate materials. The tasks were challenging and involved careful drawing, cutting and joining, which the pupils were able to complete well. However, the pupils were given few opportunities to make choices or design the product. Pupils with learning difficulties are offered extra support and challenged with the same tasks as others. Although their work is less accurate, it is usually successful.
97. The subject is taught following guidance from a nationally recommended scheme and this is helping pupils to understand the key elements of the subject and to gain good skills. The headteacher has taken on the co-ordination role and some lesson observations have been made to check pupils' standards and the implementation of the curriculum. The subject is taught during alternate half-terms and a review of its planning is being undertaken. Enrichment is provided through "special weeks" in which the subject is sometimes highlighted with visiting specialists and appropriate projects. These help the pupils to use and extend their understanding and skills.

GEOGRAPHY

98. No lessons were available during the inspection. Evidence has been gathered from teachers' planning, samples of previous work and discussion with the subject co-ordinator. The subject is taught in every other half-term, alternating with history. Standards and teaching cannot be judged. The pupils curriculum experiences are satisfactory.
99. Following nationally recommended guidance, the older pupils will be investigating rivers later in the school year. Evidence from previous lessons shows an in-depth study of mountainous places, the physical and human characteristics of such a locality and the factors, such as climate and communication, which affect the way of life of the indigenous people.
100. The newly appointed subject co-ordinator has previous experience of such a role and is an enthusiast for the subject. She feels there is much scope for the development of the subject, especially in using the richness of the local environment. The policy is in need of review in order to reflect developments.

HISTORY

101. No history was seen during the inspection period because of time-tabling arrangements. However, evidence was gathered by scrutiny of books, of displays around the school and of planning. No judgement was made about standards and teaching.
102. The younger pupils had visited the Norfolk rural life museum and looked at how people used to live in the past. Previous work samples indicated that Year 3 pupils had studied London, the Great Fire of London, the work of Sir Christopher Wren and the diaries of Samuel Pepys. In the summer term, these pupils will study the ancient Egyptians.
103. Older pupils have recently completed a study of the Ancient Greeks. They know some Greek numbers and can decipher some Greek writing. They had held a theme day on the Ancient Greeks, when pupils had worn Greek dress, made puppets and Greek

Pitta breads. Such activities helped to provide much interest and relevance. Large Greek masks adorn the classroom wall and information and communication technology has been used well to support the pupils' learning. These features have helped to create a good level of enthusiasm for the subject. The school policy is dated and the co-ordinator is aware of the need for developments throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

104. Standards are below those expected nationally by Years 2 and 6. They have fallen since the last inspection, when they were judged to be satisfactory. The school has made a large investment in terms of hardware and staffing. However, the impact of these changes has not yet been reflected in rising standards. Nevertheless, throughout the school, the pupils are now making good progress in lessons and this is due to the improvements in provision.
105. Year 2 pupils can use a mouse well and write simple stories using a word-processing package. Pupils at this age have also used programs to form pictures and make simple pictograms from which they can answer questions. They have also had experience of using simple controllable devices and are able to program a machine to move forwards and backwards.
106. In Years 3 to 6, well-planned lessons and the work of a specialist teacher are helping the pupils to build progressively on what they learnt in the last lesson. Due to weak provision previously, the pupils are now having to fill the gaps in their skills and they are learning well. Year 3 pupils use text and graphs and are able to create a poster. They form appropriate instructions for the use of televisions, telephones and video machines. They can fill in areas of a line drawing with colour on the monitor. The data handling in Year 3 is consolidated in Year 4, where they become familiar with the terms 'field' and 'record'. They are able to word-process and change the font size or 'bold' the letters. They begin to use a branching data-base to answer questions. Years 5 and 6 work with spreadsheets and graphical modelling. They also work on multi-media presentations, using different chart formats. The older pupils use programme terminology throughout their lessons and understand terms such as 'drag', 'icon' and 'cursor'. There is limited evidence, as yet, of pupils using the skills learnt to support study in other subjects, except in history.
107. The quality of teaching is good throughout the school. This improvement is due to the improved facilities, the appointment of an enthusiastic co-ordinator and the employment of a high quality specialist teacher. Teachers are increasingly confident in the subject. Access to the computers is good in both classrooms. Classroom management is strong. Pupils are reminded of health and safety issues and to behave appropriately when using computers. Improved provision means that pupils have a good level of support in lessons and pupils with learning difficulties are given sufficient help. A 'Roamer Day' earlier in the year enabled pupils throughout the school to concentrate on activities concerned with control technology. Individual records are kept for pupils using a skills checklist and skills are taught within the levels clearly identified.
108. The subject co-ordinator works hard to improve standards throughout the school. She has attended several courses in order to improve her own subject knowledge and confidence in managing the network. She is well supported by the visiting subject specialist and is helping staff with their own capability, especially across in other areas of the curriculum. The school has clear safety and access policies, which are agreed by parents.

MUSIC

109. Standards are satisfactory throughout the school and the pupils' singing is often good. Standards have been maintained since the last inspection. The subject is given good status in the school and consequently the pupils enjoy it and enthusiastically take part. The quality of singing is good and the pupils are taught to stand and sing well and this helps them to sing in tune and in time. Very few pupils cannot pitch their voice correctly. The singing is often done with a good sense of enthusiasm.
110. All the school's pupils take part in the weekly singing session. The pupils with learning difficulties are well supported at these periods and play a full part. While the choice of songs is not appropriate for pupils in the reception year, these pupils begin to learn them and the procedures of the session. The pupils were able to sing in two parts effectively. However, the pupils' skills in listening and appraising are unsatisfactory because they have had too little experience of a wide range of music. In a lesson for the Years 1 and 2 pupils in which the reception children took part, the pupils' attainment in copying sounds and making rhythms was typical for their ages. Some found it difficult to sustain a rhythm. Most understood that sounds could be loud or soft and that different percussion instruments produce an identifiable timbre. They tried this using drums, triangles, bells and chime bars.
111. Teaching is satisfactory throughout the school and the co-ordinator is able to keep an eye on standards through the various performances that take place. The policy is due for review and there is a desire to check that the school's current use of National Curriculum recommendations is effective. The school's stock of instruments and recorded music is satisfactory, although teachers sometimes have to use their own recorded music where the school's collection is weak. There are occasional missed opportunities to help pupils gain skills, for example, in how to improve their singing or how to play instruments more effectively. However, some enrichment is provided through occasional visits and visitors, as well as extra-curricular tuition in playing the violin and recorder, and these help to create the interest that many pupils have in the subject.

PHYSICAL EDUCATION

112. Standards are satisfactory throughout the school and the pupils attain the expected competence in controlling their bodies and gaining skills. All aspects of the subject are taught and over three-quarters of the pupils learn to swim 25 metres. In dance sessions, a good majority of the older pupils are inventive and able to use effectively movements reflecting machine work to compose a sequence. The pupils of Years 3 to 6 are taught together for this and for lessons on gaining skills for team games such as catching, bouncing and dribbling a ball. Pupils of Years 1 and 2 have sound skills in balancing, catching and throwing a bean bag. The school works successfully to overcome the lack of facilities that the site affords.
113. The pupils enjoy all aspects of the subject and behaviour is satisfactory even when furniture has to be moved or the lesson has very active elements. The pupils occasionally get excited in such lessons but teachers do not allow this to lead to poor behaviour. In one lesson the Years 3 to 6 pupils became very competitive and the teacher successfully converted this motivation to improving the pupils' ball-retrieval and possession skills. In another lesson all the pupils had opportunities to invent rhythmic movements connected with factory tasks. The teacher had asked a learning support assistant to help a particular group of pupils with learning difficulties, but this was not needed because those with learning difficulties performed at least as well as others.
114. Planning is satisfactory and based on nationally recommended guidelines. Staff have

suitable knowledge of the subject and have had appropriate training. Health and safety issues are frequently taught and pupils are reminded of these. Observations of the pupils' standards and progress are recorded. Teaching is satisfactory and staff work very effectively to overcome the lack of a hall, the small playground and the lack of an adjacent playing field. However, the school has a new wooden activity trail of good quality and in-door climbing apparatus. The curriculum is enriched by a number of extra-curricular clubs and activities, such as a basket-ball club and a residential visit for older pupils.