

INSPECTION REPORT

MATTISHALL PRIMARY SCHOOL

Mattishall, Dereham

LEA area: Norfolk

Unique reference number: 132213

Headteacher: Mrs M Wood

Reporting inspector: Keith Bardon
Rgl's 11807

Dates of inspection: 31st March to 3rd April 2003

Inspection number: 248945

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Dereham Road
Mattishall
Dereham

Postcode: NR20 3AA

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Appropriate authority: Governing body

Name of chair of governors: Mrs Jill Wilson

Date of previous inspection: n/a

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11807	Keith Bardon	Registered inspector	Science Design and technology Educational inclusion	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
19374	Wendy Sheehan	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22452	Mary Farman	Team inspector	Foundation Stage Information and communication technology Music	
22545	Valerie Hobson	Team inspector	Art and design Religious education Special educational needs	
10214	Brian Milton	Team inspector	Mathematics Geography Physical education	How good are the curricular and other opportunities offered to pupils?
23290	Ros Wilson	Team inspector	English History	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mattishall Primary is an average sized junior and infant school situated in a rural village close to the market town of Dereham. It was opened in September 2000 following the amalgamation of the local first and middle schools. Both school buildings are still in use and the infant classrooms are approximately five minutes walking distance from those used by the juniors. Most of the 263 pupils on roll live quite close to the school but about one in ten pupils travel in from surrounding areas. Much of the housing in the area is owner occupied but there is also a small amount of local authority property. Sixteen pupils are eligible for free school meals, which is a below average proportion. One in five pupils has special educational needs, mainly for learning or behavioural difficulties, and twelve pupils have a statement of special needs. These figures are above average for a school of this size. There are no pupils from ethnic minority backgrounds or who speak English as an additional language. Children start in reception class at the beginning of the school year in which they will be five years old. The range of knowledge and basic skills children show when they first commence school fluctuates a little, but in most years is broadly average.

HOW GOOD THE SCHOOL IS

Mattishall provides its pupils with a satisfactory standard of education. The school has settled down after its reorganisation in 2000 but still has some way to go before it is a fully effective primary school. Pupils make steady progress and attain standards which are above average in English and science and average in most other subjects. Most aspects, including teaching, learning, leadership and management and the value for money the school provides, are satisfactory but with the scope for development.

What the school does well

- Standards in English and science are above the national average by Year 6
- Children in the reception classes are given a good start to school life
- Good provision is made for pupils with special educational needs and they learn well
- Senior staff and governors manage the school's finances efficiently
- Pupils are successfully encouraged to attend regularly and arrive punctually
- Sensitive and effective support is provided for pupils who experience personal difficulties

What could be improved

- Some aspects of the teaching and learning are in need of development
- The attitudes and behaviour of a significant minority of pupils are not good enough
- There are elements of the leadership and management that could be more effective
- The school's relationships with parents require strengthening

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

As this is Mattishall's first inspection as a primary school this section is not applicable.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests. 2001 was the first year pupils at the newly formed primary school took the national tests.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	n/a	D	B	D	well above average A above average B
Mathematics	n/a	D	D	E	average C below average D
Science	n/a	C	B	C	well below average E

In 2002, almost eight in ten Year 6 pupils attained the expected level in the English tests and over nine in ten attained it in science. In mathematics only a little over half of pupils attained the expected level and the school's results were well below those of schools with a similar pupil intake. The school was a little way short of its performance target in English and a long way short in mathematics. There are strong indications that results are likely to be much nearer to the targets this year. Currently Year 6 pupils are attaining standards that are above average in both English and science. Pupils' attainment in mathematics is rising and standards in Year 6 meet national expectations. There are indications from the attainment of Year 5 pupils that standards will continue to rise.

In 2002 the test results of Year 2 pupils were above the national average and much the same as those attained in schools similar to Mattishall. The current Year 2 class is much smaller than normal and there are a significantly higher proportion of pupils who have learning difficulties. Subsequently standards are lower than last year and in English, mathematics and science pupils' attainments are similar to the national average rather than above. This is a satisfactory level of achievement in relation to the basic skills these pupils had when they first joined the school. In most other subjects the attainment of Year 2 and Year 6 pupils meets national expectations. Year 2 pupils attain standards in physical education that are above national expectations and in music standards are above average by Year 6. The attainment of Year 6 pupils in religious education falls below expectations because there are some weaknesses in teachers' subject knowledge. In most years, children enter the school with broadly average basic skills. They maintain a good rate of progress while in the reception classes and almost all children join Year 1 meeting or exceeding the targets for the age group. Pupils with special educational needs receive effective support and maintain a good rate of progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Most pupils enjoy coming to school but their enthusiasm in lessons varies. When the lessons are lively pupils involve themselves fully and participate with enthusiasm. However, where the teaching is less stimulating some pupils lose concentration and their attention soon wanders.
Behaviour, in and out of classrooms	Satisfactory. Although standards of behaviour are generally sound, there is a significant minority of pupils who regularly disobey school rules and challenge class discipline. Many of these pupils show too little concern for the effect their behaviour is having on the learning of others.
Personal development and relationships	Satisfactory. Pupils steadily become more mature, responsible and independent. Most pupils learn to respect the feelings of others and form effective relationships with other members of the school and with adults.

Attendance	Good. Levels of attendance are above the national average and there is very little unauthorised absence.
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TEACHING AND LEARNING

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

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

In both of the reception classes, teachers and support staff make good provision for children's learning. Lessons are planned carefully to national guidelines and involve children in a wide range of interesting and stimulating activities. As a result all children achieve well and a firm foundation is laid for their future learning.

The satisfactory teaching in the infant and junior classes enables most pupils to maintain a steady rate of progress. Teachers employ the national strategies for literacy and numeracy effectively and the teaching and learning of both English and mathematics is sound. Pupils are encouraged to make regular use of their reading, writing and number skills and this helps their learning in a range of different subjects. Teachers plan lessons well but do not always make best use of the time available. Sometimes they talk too much, leaving insufficient time for activities. On occasions there is insufficient challenge in the work and the pace of the lesson is too slow. Alongside the satisfactory lessons there are regular examples of good teaching. These are characterised by the lively delivery of subject matter and a high level of pupil involvement. Teachers have a secure grasp of almost all subjects they teach, although there are some weaknesses in teacher's knowledge of religious education in the junior classes. While teachers' management of behaviour is satisfactory overall there are significant variations in how well teachers maintain class discipline. In general, teachers' expectations of pupils' attitudes and behaviour need to rise with a more rigorous insistence on high standards of behaviour at all times. In a very small number of lessons in both infants and juniors the teaching is unsatisfactory because too little learning takes place. Although the equality of opportunity pupils receive is satisfactory there are inconsistencies in the way teachers apply some of the school's policies, such as those relating to pupils' behaviour and the provision of homework. The teaching of pupils with special educational needs is good and the majority of these pupils learn well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All subjects of the National Curriculum are taught and an appropriate amount of time is allocated to most subjects. The curriculum for reception children accurately reflects the needs of these 'early learners'. The range of extra curricular activities available to pupils is sound.
Provision for pupils with special educational needs	Good. Pupils' individual needs are identified early, clear targets are set for their achievements and appropriate provision is made for their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Sound provision is made for pupils' spiritual, moral, social and cultural development. As a result pupils steadily become more mature and self confident.
How well the school cares for its pupils	Satisfactory overall. Sound procedures are in place to monitor pupils' academic progress. Pupils' attendance is promoted well. Pupils who experience personal problems receive sensitive support and counselling. The systems used for monitoring and promoting good

	behaviour are not effective enough.
How well the school works in partnership with parents	Unsatisfactory. There are weaknesses in the way the school communicates with parents and too many hold negative views of the provision it is making for their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has successfully brought the school forward since it was reorganised in 2000 but the pace of development now needs to accelerate. Senior staff make a positive contribution to the management of the school although more could be made of their skills and expertise.
How well the governors fulfil their responsibilities	Satisfactory. The school has a conscientious governing body which meets regularly to discuss the educational provision and to make strategic decisions. Governors have recognised that a more systematic approach to monitoring the work of the school is required and have formulated plans for their own development.
The school's evaluation of its performance	Satisfactory. Data from a range of sources, both internal and external, is analysed carefully and used to inform the school's decision making. Procedures for evaluating the outcomes of school improvement are less systematic and there is a risk that useful information will be missed.
The strategic use of resources	Good. The budget is managed efficiently and effective use is made of the funds available. Financial decisions are taken carefully to maximise the value for the money the school obtains. More thorough evaluations of the effect of spending on pupils' education need to be made.
The adequacy of staffing, accommodation and learning resources	Levels of staffing are good, and the quality and quantity of learning resources are satisfactory. The accommodation is unsatisfactory. The split site adversely affects the cohesion of the school and some classrooms are inadequate for the number of pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Most parents feel that their children like school. They regard the school as having high expectations of its pupils. The majority find staff approachable and would be comfortable raising issues or discussing any problems. 	<ul style="list-style-type: none"> A good proportion of parents feel they are not kept well enough informed about their children's progress. A significant proportion of parents have reservations about the quality of leadership and management and do not feel the school works closely enough with them. Many have concerns about the variable quality of the teaching and feel that teachers do not set an appropriate amount of homework. Many parents would like to see better standards of behaviour and greater provision for extra curricular activities.

Inspectors recognise that a significant number of parents have concerns about one or more aspects of the provision the school is making for their children. Some of these arise from poor communication between the school and parents. Others are historic, with, at times, unhelpful comparisons being made between the present school and the two former schools. However, inspectors agree with parents that improvements could be made in a number of areas, including teaching, leadership and management, pupils' behaviour and the relationship the school forges with parents. Inspectors feel that the range of extra curricular activities is satisfactory for a school of this size and that most pupils receive an

appropriate amount of homework. There are inconsistencies in the amount of homework different teachers provide, which the school acknowledges and is looking to correct.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 By Year 6 pupils attain standards that are average in mathematics and above average in English and science. As they move through the school pupils maintain a steady rate of progress and their achievements are satisfactory.
- 2 In most years children's attainment on entry to the reception class is broadly that expected of four year olds. Most children have a typical range of basic skills and their ability to communicate effectively is often well developed. By the end of the time they spend in the reception classes almost all are attaining the national targets for the age group in the different areas of learning with a small but significant proportion attaining above this level.
- 3 The performance of Year 2 pupils in the 2002 national tests was above average in reading, writing and mathematics. These results were much the same as those attained by schools' with a similar pupil intake to Mattishall. A good proportion of pupils reached or exceeded the mid point of the generally expected level in reading and writing (denoted as level 2b in the National Curriculum). In mathematics all pupils attained the generally expected level for their age and an average proportion attained the higher level. These results were much better than those of the previous year, particularly in mathematics. Teachers' assessments of science indicate that a broadly average proportion of pupils attained the expected level but the proportion attaining the higher level was below average
- 4 Year 2 pupils are currently attaining standards in English, mathematics and science that are broadly average. This is a much smaller year group than is normal for the school with a higher proportion of pupils who have difficulties with learning. Baseline tests show that when this group of pupils first entered the reception class their attainment was below the local authority average, which is unusual for the school. When this is taken into account it is clear that the pupils in Year 2 have made satisfactory progress to reach the standard they are currently attaining. A strength of pupils' English is their ability to speak clearly and express themselves effectively and to understand fully what is being said to them. Standards are average in reading and writing but above average in speaking and listening. Pupils' attainment is broadly average in all aspects of mathematics. In science many pupils show good understanding of factual information and satisfactory skills when testing out ideas for themselves. From the quality of the work pupils in Year 1 are producing it would seem likely that standards by the end of Year 2 will rise again next year.
- 5 In 2002, the performance of Year 6 pupils in the national tests was above average in both English and science. Eight out of ten pupils attained or exceeded the expected level in English and nine out of ten attained it in science. An average proportion of pupils attained the upper level in the English tests and an above average proportion attained this level in science. Pupils' performance in the mathematics tests was below the national average. This was due in part to the marked proportion of pupils who had mathematics related special educational needs. Only a little over half of the pupils attained or exceeded the expected level for their age although almost three in ten did attain the upper level. These results were much the same as those attained by similar schools in science, below similar schools in English and well below in mathematics. The English and science results were a marked improvement on the previous year. The mathematics results constituted a small improvement overall because more pupils attained the higher level, but this was not sufficient to bring results any closer to the national average.
- 6 Standards in all aspects of English have been maintained at an above average level. Most Year 6 pupils read, write, speak and listen at a level that is similar to or above that expected for their age. Standards in all aspects of mathematics are as expected for pupils of this age and better than last year because more pupils are attaining the nationally expected level. There are clear signs from

the attainment of the current Year 5 pupils that standards are likely to continue to rise. Pupils' knowledge of scientific ideas is good and at times very good. Their ability to investigate ideas for themselves is not quite at the same level but the majority of pupils all have a solid grasp of how a piece of scientific enquiry should be conducted.

- 7 The results Year 6 pupils attained in the 2002 national tests fell a little short of the school's target in English and were well short of the target in mathematics. These targets had been set some time previously, using a limited amount of information, but the school accepts that pupils' performance in mathematics was too low. Strategies have been put in place to address this shortfall. These are having the desired effect and standards in mathematics are rising. This year's targets require an increase in performance in both subjects, particularly in mathematics and represent a suitable level of challenge for the school. Pupils' attainment is generally on track to meet the school's targets for 2003.
- 8 Pupils' attainment in information and communication technology meets the standard expected in both Year 2 and Year 6 and their achievements are satisfactory. Pupils of all ages develop a range of appropriate skills and become increasingly confident with the use of modern technology. Insufficient music lessons were seen in the infant classes to make a judgement about standards by Year 2. Pupils achieve well in the junior classes and by Year 6 attain standards in music that are above national expectations. In most other subjects (art and design, geography, history, design and technology) pupils attain the standards expected and their achievements are satisfactory by both Year 2 and Year 6. Standards in physical education meet expectations in Year 6. Infant pupils respond well to the good teaching they receive in physical education and standards by Year 2 are above average. By Year 2 pupils' attainment in religious education meets expectations for their age. However, weaknesses in teachers' knowledge of this subject leads to unsatisfactory achievement in the junior classes and attainment which is below expectations by Year 6.
- 9 There is no significant difference in the performance of boys and girls. In line with the national trend, Year 6 girls have tended to perform better than boys in the English tests. However, no discernable difference between the sexes was obvious in the work seen by inspectors and the school is monitoring results to identify and address any developing trends.
- 10 Pupils with special educational needs maintain a good rate of progress and achieve well. The school has a significant proportion of pupils who fall into this category and makes careful and effective provision for their learning. As a result many of the pupils who have learning or behaviour difficulties reach the nationally expected standards by the time they are in Year 6. However, pupils' individual learning targets tend to focus on literacy and pupils' progress is stronger in English than it is in mathematics. The school has a small minority of pupils who show the potential to be very high attaining but has yet to devise effective systems for assessing their full capabilities.

Pupils' attitudes, values and personal development

- 11 The attitudes, behaviour and personal development of children in the reception classes are good. They settle to tasks and concentrate well for their age. They know what is expected of them and behave accordingly. Children address each other in a friendly way and are polite to adults. They chat happily while they are working, readily sharing what they are doing and using the equipment they have been given carefully and responsibly.
- 12 Pupils in Years 1 to 6 have satisfactory attitudes to school. Parents are pleased that their children enjoy attending regularly and during the week of the inspection the majority of pupils showed a positive approach to school work and to learning. Where lessons are interesting and challenging, pupils listen well and work cooperatively. Positive examples noted during the inspection include a Year 3 and 4 literacy lesson in which pupils worked sensibly in pairs and discussed enthusiastically what the door of a haunted castle might look like. However where the pace of the lesson slows or they do not like the content of what is being taught, some pupils, usually a small group of boys, will disrupt others and display immature attitudes such as making silly noises. In

those lessons, where expectations of behaviour are not made sufficiently clear by the teacher, pupils take too little responsibility for their own learning, do not listen closely enough and produce insufficient amounts of quality work. Pupils generally have positive attitudes at registration time and in most assemblies.

- 13 Overall pupils' behaviour is satisfactory. In the majority of lessons pupils show suitable respect for staff and for school and classroom rules. However in several of the lessons observed pupils did not behave well enough, adversely affecting both their own learning and that of other pupils. Parents raised some concerns about behaviour and during the inspection several incidences of inappropriate behaviour were observed. Parental concern is, at least in part, justified, although this relates to a minority rather than the majority of pupils. On visits out of school, such as the weekly trip to the swimming pool, younger juniors behave appropriately and are complimented by staff at the pool.
- 14 In the infant playground behaviour is very good and midday supervisors play fun games to support pupils' developing social skills. In the junior playground behaviour is generally satisfactory although there is sometimes some pushing and play fighting, which may seem intimidating to others. The current method of rewarding pupils is not valued by all with some finding it "boring", "difficult to receive awards" and "only given to more able or less able pupils". In discussion pupils say that of late there has been much less bullying, following the success of the school's new initiative. This has developed a whole school understanding of bullying and what pupils should do. They feel that they can approach any teacher who will help sort out any incidences. There has been an increase in exclusions this year.
- 15 Pupils' appreciation and response to the effect of their actions on others is variable. A significant minority of pupils understand that their actions may adversely impact on others but often choose to ignore the consequences and act immaturely. Some pupils do not value or respect the opinions of others. For example, they will call out in lessons, talk whilst others are talking or take a long time before settling to independent work, which disrupts the learning of others around them. In discussion pupils say "we get annoyed with other pupils, usually only a few of them in each class, because they are wasting everybody's time".
- 16 Overall pupils' personal development is satisfactory. The majority show respect for the feelings, values and beliefs of others. This positive personal characteristic is developed through discussions, for example, in personal, social and health education lessons and collective worship and through pupils' opportunities to raise money for others less fortunate than themselves. Pupils are given responsibilities in class and older pupils have some responsibilities around the school. For example some Year 6 pupils admirably try to run lunchtime clubs although according to pupils these are "often disrupted by the poor behaviour of a few".
- 17 The majority of pupils who have special educational needs are enthusiastic about learning, particularly when in small teaching groups or receiving individual support. However, in classes where there are several pupils with behavioural difficulties whose attitudes are occasionally unsatisfactory. Some pupils receive very good support from a member of the support staff who is trained in anger management. This is helping them to have more self control in class when involved with larger numbers of people.
- 18 Relationships are satisfactory overall. Where pupils are working in small groups, for example during support sessions to boost attainment before the national tests, relationships are good and enhance pupils' learning well. Many teachers use class registration time to learn more about their pupils and these are often friendly sociable occasions.
- 19 Attendance is good and above the national average. Regular attendance ensures that pupils have full learning opportunities. All pupils arrive at school punctually and registration takes up the minimum of time. It is combined effectively with curriculum activities such as reading or practising spellings. This creates a purposeful working atmosphere at the start of the school day.

HOW WELL ARE PUPILS TAUGHT?

- 20 Across the school as a whole the quality of teaching and learning is satisfactory. Strengths outweigh weaknesses but there are a number of areas for development in the infant and junior classes.
- 21 Teaching in the reception classes is consistently good and often has very good elements. As a result the children learn well and make good progress. Teachers have appropriately high expectations of what pupils can achieve and plan their work accordingly. Staff continually update the records they keep of pupils' progress and structure activities that are constantly moving children's understanding and skills forwards. In both of the reception classes, adults work together purposefully, using the national guidance for the age group to plan progressive steps in children's learning. They make good use of both the indoor and outdoor facilities to ensure that children have a range of appropriate activities. As a result children become hard working and confident learners because they feel valued and enjoy the challenging activities their teachers provide for them.
- 22 The teaching of English and mathematics is sound. Both infant and junior teachers make appropriate use of the national strategies for literacy and numeracy to plan their daily English and mathematics lessons and to help pupils learn and develop key language and number skills. The skills of speaking and listening are taught well, particularly in the infant classes, and pupils throughout the school are given frequent opportunities to discuss and explain their ideas in detail. Teachers throughout the school make regular use of the opportunities different subjects present to extend pupils' skills of literacy and numeracy. Year 1 pupils make up their own counting rhymes, for example, '3 by 3, 3 by 3, birds are singing in the tree' and in Year 2 they write clear descriptions of characteristics of common materials. In history, pupils in Years 3 and 4 use Roman numerals to record their date of birth and in Years 5 and 6 pupils use extended writing in a range of subjects, for example to record findings from their research into an aspect of Hinduism in religious education.
- 23 Teachers plan lessons well, and vary the content so that pupils with different levels of ability have equal opportunities to learn. This is particularly the case when Year 1 pupils are reorganised in the afternoons. The group of Year 1 pupils who work alongside reception children at these times are given work that is appropriate and fully reflects their age and abilities. This enables them to learn at the same rate as other pupils in Year 1 who are working as a single age class. Teachers identify clear objectives for pupils' learning which they discuss and often write on the board so that pupils can refer to them continually throughout the lesson. These objectives are generally focused well but on occasions they are too broad and it is unclear to pupils just what they have to achieve by the end of the lesson.
- 24 Teachers have secure knowledge of most subjects although there are some weaknesses in religious education which adversely affects lessons in the junior classes. Physical education is particularly well taught in Years 1 and 2 and the teaching of music is good in the junior classes. Teachers strive to make lessons interesting by providing a range of books, artefacts and other resources to support pupils' learning and to stimulate discussion. Weak time management adversely affects a significant proportion of lessons. When teachers talk for too long pupils lose concentration and subsequently miss important information. Some lessons are allowed to amble along and teachers allow too much time for pupils to complete simple tasks that do not provide them with enough challenge. At times, the concluding part of the lesson, in which pupils should be reviewing and consolidating what they have achieved, has to be rushed or does not take place at all.
- 25 In good lessons, teaching is lively and the lesson moves at a good pace so that pupils stay interested and learn well. In these lessons, teachers plan a range of interesting and practical activities that excite pupils and keep them involved in their learning. Often, in such lessons, pupils investigate ideas before recording the results and have to think for themselves rather than being given much of the information by the teacher. A very small proportion of lessons in both infants and juniors are unsatisfactory because they proceed too slowly and pupils do not learn enough. This is often because a minority of pupils are allowed to interrupt the lesson and the strategies the teachers employ to maintain discipline do not work well enough.

- 26 There is a small but significant number of pupils whose behaviour interrupts lessons, throughout the school. Most teachers manage the behaviour of these pupils satisfactorily, using praise to build their self esteem. In the better lessons teachers use a good range of strategies for gaining pupils' attention, such as wind chimes and triangles. However, in general, teachers' expectations of pupils' behaviour are not high enough. Even pupils whose behaviour is generally satisfactory do not always pay close enough attention to what is being said to them because teachers do not consistently insist on them doing so. Improvements to pupils' attitudes and behaviour are needed but this is as much about teaching approach as it is about pupils' self discipline. The majority of pupils enjoy coming to school and find the work they are given interesting. However a significant proportion of pupils do not develop sufficient sense of responsibility for their own learning and efforts.
- 27 Teaching assistants work confidently with all pupils, effectively supporting them in their learning. They receive good training, and many effectively lead small groups of pupils in additional lessons to boost their skills. The voluntary support some parents provide in classrooms is much valued by the school and teachers make effective use of the 'extra pair of hands' to enhance pupils' learning.
- 28 The quality of teaching for pupils with special educational needs is good, particularly when they are receiving individual attention or working within a small group. Much of this teaching is based on clear learning objectives which meet pupils' individual needs. These are derived from the careful assessments that are made at the end of each session. Relationships in these periods are good and pupils are well motivated to learn, responding well even if work is challenging. Although the individual targets written by class teachers are generally clear the quality of these varies and at times they are not sharp enough. For instance, a target for a pupil which reads "to speak with more clarity" does not focus on specific sounds that the pupils need to practise and therefore it is difficult for staff to measure the child's progress.
- 29 The quality of marking of pupils' work is satisfactory but variable. In the best examples pupils are given a clear picture of their achievements and how they could be further improved, but in others teachers do not provide pupils with a sufficiently clear picture of how well they have done. Homework is set regularly in most classes but again there are inconsistencies which reduce the benefits pupils derive from extending their learning outside of the classroom.

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

- 30 The quality and range of learning opportunities provided by the school are satisfactory overall and National Curriculum requirements are met. The curriculum provided for children in the reception classes is good. It is securely based on the national guidance for the age group and provides children with a wide range of interesting and stimulating indoor and outdoor activities.
- 31 The curriculum provided for pupils with special educational needs is good. Pupils are included in all activities at a level which is appropriate and the curriculum is suitably modified when necessary. Individual pupils work on their own specific targets to raise their levels of attainment and independence. Some pupils receive extra help from staff outside of the lesson. On their return to the classroom, pupils receive effective support and this helps them to pick up the thread of what is taking place and to participate fully in the lesson.
- 32 The school has adopted a two year rolling programme for the curriculum in order to accommodate the mixed aged classes. This ensures full coverage without repetition. The school also provides pupils with opportunities for enrichment through visitors to school and visits to places outside of school. Year 6 pupils are able to undertake a residential visit which effectively extends their learning and development. Some Year 1 pupils are taught alongside reception pupils each afternoon. Teachers take care to ensure that these pupils receive a curriculum appropriate to their age and abilities and the arrangement works effectively.

- 33 Most subjects are allocated an appropriate amount of curriculum time, with the core subjects of English and mathematics receiving a suitably large proportion. There is a slight imbalance with physical education receiving a greater proportion of time at the expense of information and communication technology. On occasions, science lessons in the junior classes span a whole afternoon. These prove problematic for some individuals, and in Years 3 and 4 in particular pupils have some difficulties maintaining full concentration.
- 34 Every curriculum area has a policy and scheme of work. However these policies are holding ones from the time of the amalgamation. New policies need to be developed that relate specifically to Mattishall Primary in order that pupils' progress in all areas of the curriculum is considered across the whole age range. The national strategies for literacy and numeracy have been implemented satisfactorily. Numeracy is quite correctly a main emphasis in the current School Improvement Plan.
- 35 The school provides satisfactory access and opportunity to all pupils and within all subject areas. Support staff are used effectively, enabling all pupils, including those with disabilities, to be fully involved in classroom activities. The school makes satisfactory provision for personal, social, health and sex education. A revised curriculum for personal, social and health education and for sex education appropriate to a primary school is being developed. Currently ideas are being tried out, but as yet there is no formal policy or scheme of work. Class time (often called circle time) is used to provide opportunities for pupils to discuss issues, and sex education is undertaken as part of the health education programme in Years 5 and 6.
- 36 The provision for extra curricular activities is satisfactory. Activities include badminton, French, football and guitar. Lunchtime activities are also organised by the pupils who run their own clubs under staff supervision. Currently these are for dance, singing and cartoon drawing. The community makes a sound contribution to pupils' learning. Local clergy regularly take assemblies, and the school uses the local church for services. The village is used for geographical studies and a local artist has been involved with the school. The expertise of some members of the governing body has also been used productively and to the benefit of pupils' learning. Relationships with partner institutions are satisfactory. Some in service training is shared with other schools. A local high school provides staffing for the extra curricular French Club. There are links with the pre school group and the two high schools over transferring pupils which help to ensure a smooth transfer between schools.
- 37 The provision for pupils' spiritual, moral, social and cultural development is satisfactory. While opportunities are provided to support each aspect of pupils' personal development, teachers do not often identify them specifically in their lesson plans. Many occur because of the overall curriculum plan while others are individual events such as One World Festival and the residential visit for pupils in Years 5 and 6. While these important events have a positive effect on pupils' personal development they do not yet provide a deeper understanding of community life.
- 38 Pupils have good opportunities in collective worship and in personal, social and health education lessons to think about their own lives and how their actions affect others. However, this does not always transfer to pupils' behaviour in other parts of the school or other lessons and a minority of pupils show a lack of respect to adults and their class. Older pupils' appreciation of the faiths and beliefs of others is unsatisfactory and they are not given a clear enough understanding of why it is important to know about such things. In religious education lessons, through visitors who come to the school and the celebration of major festivals in the Christian calendar pupils are given a sound understanding of Christian beliefs and rules. The most effective aspect of the provision made for spiritual development is the positive manner in which all staff promote pupils' self esteem. This is particularly important to those who find school work difficult and another reason why pupils with special educational needs make good progress in their learning.
- 39 Teachers regularly use moral stories in collective worship and encourage pupils to reflect on the messages they contain. This supports pupils' moral development effectively as they consider how the meanings contained in the messages relate to their own lives. Teachers extend this in subjects such as history, raising wider world issues for pupils to consider, such as the treatment of

the Jews during World War 2. The school has a moral code and behaviour policy but all teachers do not consistently apply these which limits their impact on the pupils' development. Pupils feel there are too many rules to remember for the cloakroom, the corridors, and the playground and in class. However, they remember the class rules much better because they were involved in devising them. Where the need for rules is made clear to pupils, such as in most physical education lessons, they show good understanding of why they are necessary.

- 40 The pupils take part in all community events organised by the Friends Association, organising games and providing exhibitions of dancing. Collective worship provides appropriate opportunities for pupils and staff to meet as a community, sharing in reflections, hymns, and prayers. Whole school events such as collecting for charities help pupils develop their understanding of the needs of others. For instance, pupils collect for the Foundation for the Homeless in Norwich and take part in the shoebox appeal each Christmas. Some pupils, who find it difficult to collect a box on their own, join with friends and make a joint collection. Pupils act as monitors in class and help to set up the hall for assembly. Currently there is no school council. This limits their opportunities to participate in decision making processes and take on responsibility for aspects of school life. The school recognises individuals for their contribution to school in celebration assembly. However, different classes choose the "Star of the Week" in different ways; sometimes teachers choose and this limits opportunities for some pupils to think about important qualities and make choices that are fair and well thought out.
- 41 The school makes satisfactory provision for pupils' cultural development. Teachers provide good opportunities in music lessons and at other times for pupils to listen to the work of musicians using a range styles and from different periods of history. However, teachers sometimes miss opportunities in assemblies because they do not refer to the music playing. Pupils also have opportunities to take part in after school activities that develop their sense of team spirit. Their understanding of the multicultural nature of today's society is less secure. Events such as African Day, Bangladeshi day and the One World Festival provide good opportunities for pupils to see customs and traditions that are different to their own and promote positive attitudes towards people of other cultures. However, pupils do not have a deeper understanding of our multicultural society. Work in religious education on the different world faiths has not given pupils an interest or deeper knowledge of the lives of others in our country. The school reviews its resources to ensure that books and materials represent different cultures. However, there are few displays in the school to highlight the normality of the wide range of cultures in our society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 42 Overall, the school has satisfactory procedures for child protection and pupils' health safety and welfare. The school has satisfactory holding policies from the previous two schools but has yet to adopt a new health and safety policy, which would suitably encompass the whole school. The governing body and school caretakers are actively involved in ensuring that the school premises are safe. Procedures for first aid are satisfactory and sufficient staff members are trained. Pupils have suitable opportunities to learn about health and safety for example through visits from the police, and the opportunity to take a cycling proficiency course.
- 43 Procedures for child protection are sound and the named person has received appropriate training. The school has no policy or guidance in place, which would be helpful for new or supply staff (both teaching and support) and parent helpers to make them fully aware of the procedures.
- 44 Procedures for monitoring attendance and promoting attendance are good. The school secretaries carefully follow up unexplained absences on the first day. Registers are recorded onto a computer system and teachers receive regular reports for monitoring purposes. The school has very few unauthorised absences.
- 45 Systems for monitoring and promoting positive behaviour vary but are unsatisfactory overall. Pupils and teachers develop their own class rules but they are not referred to sufficiently during lessons or clearly displayed in all classes. The behaviour policy is inconsistently applied across classes and rewards are not monitored for fairness nor are they sufficiently well valued by pupils. The yellow

card system for temporary exclusions from the classroom is well understood by all pupils. However monitoring of this strategy and pupil detentions is still at an early stage. The school's procedures for monitoring and eliminating oppressive behaviour are satisfactory. Through the recent initiative the school has placed greater emphasis on improving pupils' understanding of bullying and ensuring they take steps to report any concerns.

- 46 Monitoring of pupils' personal development is satisfactory. The school is very aware of pupils' personal circumstances and provides sensitive pastoral care to pupils with personal difficulties. For example where two pupils in Year 1 had "fallen out" the class teacher and learning support assistant were quick to counsel pupils on the problem and resolve the situation. In some instances pupils set themselves personal targets to achieve in their annual reports.
- 47 The special educational needs coordinator carefully monitors pupils' progress in reading, writing and spelling. Teachers write useful termly progress reports, although in some instances these are not specific enough, for instance, a Year 5 child "seemed to be using a variety of strategies." This does not identify what the pupil can or cannot do and makes the setting of future targets more difficult. The school is beginning to investigate the use of diagnostic mathematics tests to identify pupils' difficulties and raise standards.
- 48 Teachers write targets for individual pupils building on their previous knowledge and understanding. Support staff keep detailed notes of pupils' progress during lessons and use these effectively to build on pupils' knowledge and understanding. Therefore, pupils with special educational needs make good progress because learning support staff and teaching assistants have good knowledge of their abilities and achievements. Staff also keep detailed records of discussions with external agencies, parents and staff, and carefully note decisions taken to ensure appropriate provision is made. External agencies have good relationships with the school, praising the school's commitment to individual pupils' needs.
- 49 The school's procedures for assessing pupils' standards and progress are satisfactory. The school's use of assessment to build on the pupils' previous knowledge and plan work that increases their learning is also satisfactory. This is particularly noticeable in English, mathematics and science and is helping to raise standards by Year 6.

Strengths are:

- The new and thorough tracking system from reception to Year 6 in English and mathematics.
- The use of a range of assessment procedures to check achievement in English, mathematics and science for pupils in the junior part of the school.
- The use of assessment for children in the reception classes to plan suitable work and inform parents of their child's progress.
- The assessment of pupils with special educational needs.

Areas for development are:

- The consistency and structure of assessment in subjects other than English and mathematics throughout the school.
 - The consistency, quality and use of marking to improve standards in English, mathematics and science.
- 50 The teacher with management responsibility for assessment has started to introduce better systems for assessment and the school is beginning to track pupils' progress systematically. These procedures are very new, and have not yet had time to have a full and positive effect on standards. There are clear guidelines for assessment and marking but not all teachers are using them consistently to improve attainment and inform their planning.
 - 51 There are effective systems in place for checking the achievements of children when they enter and leave the reception classes. This gives useful information about individual children's progress and

achievement. All members of the Foundation Stage staff use it effectively to plan work that extends children's learning.

- 52 Procedures for monitoring the progress of pupils with special educational needs are good. Pupils' special needs are picked up quickly and their progress towards the targets set for them is monitored closely. This effective practice is one of the reasons why pupils with special educational needs achieve well.
- 53 The school analyses the results of national tests and tasks in English and mathematics carefully. This provides a clear picture of how well pupils' have attained but does not always say clearly what needs to be done to achieve the next level. The assessment of pupils' attainment in the subjects other than English, mathematics and science is in the early stages of development and does not yet give a clear picture of pupils' attainment across the school. There is inconsistent use of marking across the school. This means that not all pupils are able to use marking to judge how well they have achieved or to improve and correct their work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 54 Analysis of comments made by parents at the meeting held prior to the inspection and of the questionnaires many returned, indicates that parents' views of the school are unsatisfactory overall. The school's amalgamation has caused a lot of diverse opinions and the school has not yet succeeded in getting parents to fully support the newly formed school.
- 55 The quality of information provided for parents is satisfactory. Many parents felt they didn't receive sufficient information about their child's progress however with termly opportunities for parents to meet teachers and an annual report this is in line with most schools. The school sends out regular newsletters to inform parents about procedural information and dates of forthcoming events. However staff and governors do not sufficiently celebrate the achievements of pupils and of the school. Curriculum information is usually sent out annually, although due to an oversight this was only recently sent out this year.
- 56 Pupils' annual reports are sufficiently detailed and include targets for improvement. The pupils also include a record of their own achievements and targets, which helps them to contribute to their own learning. The school prospectus is clear and provides detailed curriculum information. The governors' annual report is written in a readable format but does not meet the statutory reporting requirements. In particular it contains no information on school security, arrangements for admission and facilities for the disabled, teachers' professional development and Key Stage 2 assessment targets.
- 57 The contribution that parents make to pupils learning at home and school is good overall. Some parents help in school and their contribution is valued. For example a parent in reception class was helping children make "a Dutch breakfast". During the inspection a large number of parents attended an enjoyable music workshop performance given by Year 1 pupils. In discussion with pupils in class many are supported in their learning at home, through reading or help with homework. At parent teacher conferences there is a very high turnout of parents reflecting the significant parental interest in their child's learning. The Friends Association is very active and is currently raising funds for new adventure trail equipment.
- 58 The school encourages parents of pupils with special educational needs to play a full part in helping their children to meet their targets. Home/school books contain details of pupils' progress in relation to their targets; although on occasions, teachers' comments do not provide parents with enough information about how they can help their children learn new words or spellings. The school always invites parents to attend reviews and they have good opportunities to comment on their child's progress.
- 59 Although there have been some focussed questionnaires for parents about specific issues such as starting school and transition from infants to juniors, the school has yet to introduce a systematic way of collecting parental opinions on a range of issues. As a result, prior to this inspection, the school was not fully aware of the strength of parental concern about certain aspects of the school. Even though the amalgamation took place over two years ago, many parents feel unsure about the school's direction. In the parental questionnaire over half of parents felt that the school was not sufficiently well led and managed. The school has yet to involve parents sufficiently in the school's strategic direction or to provide parents with sufficient regular information about the school's future plans and targets.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 60 The quality of leadership provided by the headteacher and the standard of management by senior staff are satisfactory. This has enabled steady development to take place since the school was reorganised in 2000. Now that the significant changes have had time to settle the pace of development needs to accelerate to enable Mattishall to become a fully effective and cohesive primary school.

- 61 The priorities in the School Improvement Plan accurately reflect the school's most pressing needs. The plan itself is detailed and covers a wide range of aspects, including generic areas of learning and pupils' personal development. Good use has been made of the opportunities reorganisation has provided to make important changes, such as to the way in which reading is taught. Expertise from outside the school is often used well to broaden the base of those contributing to school development. The weakest element of the improvement plan is the evaluation of initiatives, which lacks the sharp edge needed to determine, clearly, the level of success and to pinpoint areas for future development.
- 62 The school's policies are gradually being constructed to match the needs of the new school. On advice, the school has taken its time renewing policies but now needs to accelerate the process so that all staff have ownership over the policies they are implementing. The Race Equality Policy should have been in place from September 2002, but due to an oversight, it has only just been approved by the governing body.
- 63 The school states its aims and values clearly, resulting in an ethos which for the most part, is positive. Pupils' welfare is given a high priority and any problems they may be having are dealt with sensitively. There are however, inconsistencies in the way in which some of the school's policies, such as those relating to behaviour and homework, are applied by staff which reduces their effectiveness. While the equality of opportunity pupils enjoy is satisfactory, at times a more even approach would help to improve it further.
- 64 Although the headteacher delegates some responsibilities to senior staff and each has a clear statement of their role within the management framework, more needs to be done to make full use of the capabilities of senior staff, particularly on a day to day basis. Too often the headteacher carries out tasks which others could take responsibility for and loses time which should be spent on the broader aspects of school management, such as how to further the school as a cohesive unit. One result is that the profile of the headteacher as the leader of the school is not always high enough, particularly on the infant site.
- 65 The principles of performance management are firmly established and procedures for setting and monitoring teacher's targets for development are functioning appropriately. The monitoring and evaluation of teaching and learning is satisfactory and gradually developing as the roles of the senior management team become more established and embedded in the school's practices. Lesson observations are carried out regularly by the headteacher, with the deputy headteacher about to become involved now that she has had time to settle into the post. However, procedures to ensure that all directives have been implemented and are operating as they should be are not fully in place and need to be tightened. For example, a short term measure to address a behaviour problem in the toilets had been curtailed by some teachers, but not by others. While this may seem a relatively minor matter it resulted in inconsistencies which both pupils and parents found unsatisfactory.
- 66 The data the school gathers and receives about pupils' development and progress is generally used well to inform the direction the school needs to take with pupils' education. Other sources of information are also used constructively although there are weaknesses in the way the school elicits and responds to the opinions of parents. It has come as something of a surprise to the headteacher and senior staff that so many parents have concerns about the school. This indicates weaknesses in the school's contact with parents and suggests that a valuable source of information is not being utilised effectively. To a large extent it is this lack of communication about important issues which lies at the heart of the concerns about leadership and management many parents expressed on the questionnaire returned prior to the inspection and at the meeting they attended. The school is, in effect, doing better than some of the parents' comments would indicate, but a lack of effective dialogue is not getting this message across or enabling parents to discuss and contribute to the school's development in a meaningful way.
- 67 Subject management is satisfactory. The doubling up of responsibilities, with one teacher leading and a second supporting enables subjects to be monitored on both of the school's sites, but lead coordinators find keeping an overview of their subjects across the school as a whole very difficult.

The management of the provision for pupils with special educational needs is good. The coordinator has a secure overview of the work of the school on both sites and is therefore able to monitor the effectiveness of the provision and provide effective support if there are particular areas of difficulty. The coordinator is fully aware of inconsistencies in the provision, for example, in the writing of individual learning targets, and behaviour management, and is planning to lead the staff in improving these areas. Records of pupils' achievements are organised well and staff can identify easily and monitor the progress of individual pupils.

- 68 Governors play a satisfactory role in the strategic management of the school and fulfil their statutory obligations conscientiously. Between them they have a good range of experience which they are able to utilise productively to the benefit of the school. The governing body has its own development plan which focuses closely on extending governors' skills, particularly in monitoring and evaluating the school's effectiveness. A good proportion of the governors are regular visitors to the school and have a sound overview of the education pupils are receiving. It is in evaluating the impact of what is taking place, how this relates to quality of education pupils receive and how much it is costing that are the main areas for governors' development. Overall, governors' appreciation of the principles of best value is sound. One aspect of their work which needs further consideration is taking the views of parents' into account. As with the senior staff, governors need to have clearer a picture of parents' opinions of the school to aid and inform their decision making.
- 69 The quality of financial management by senior staff and governors is good. Spending decisions are given careful consideration and there are clear links between budget plans and the initiatives contained in the School Improvement Plan. When it was first established the school had a considerable budget surplus. A decision was taken to use this to enhance staffing levels to help smooth the transition from two schools to one. In the main this has proved an efficient use of funds and pupils' continuity of learning has been maintained. In response to poor test results in mathematics extra teachers were employed to allow pupils to be taught in smaller, single age groups. This has had a positive effect and standards are rising. Senior staff and governors fully realise that this period of financial flexibility is about to come to an end. They recognise that difficult decisions have to be made and sensible plans to ensure that the school maintains a balanced budget are being formulated.
- 70 The arrangements by which Year 1 pupils are taught in small classes in the morning and rearranged for lessons in the afternoon works effectively and represents a satisfactory use of the funding the school receives to maintain small classes. Other funds that the school receives for specific purposes, including those provided to support pupils with special educational needs, are used appropriately. The school spends a significant proportion of its budget on support for pupils with special educational needs. Staff review resources regularly with outside support teams and make appropriate provision for pupils with particular learning needs, such as visual and physical impairment. A large number of well trained support staff play an important role in the good progress these pupils make.
- 71 The day to day financial management is efficient. Control procedures are firmly established and modern technology is used well to maintain detailed financial records. The school has yet to have an audit of its financial systems but a local authority finance officer makes regular visits to the school.
- 72 As a result of the enhanced spending on staffing the cost of educating pupils at the school is above the national average. When all factors are taken into account, such as the cost of running a school on two sites, the good progress made by pupils with special educational needs and the sound educational provision made for all pupils this level of spending represents satisfactory value for money.
- 73 The school has sufficient teachers to teach the National Curriculum and religious education. Overall, teachers are deployed effectively. There is a large number of classroom support assistants and their contribution in lessons, particularly when supporting lower attaining pupils and those with special educational needs is good. The procedures for supporting newly qualified teachers are satisfactory overall.

- 74 The school's accommodation is unsatisfactory. The division of the school into two sites some distance apart causes many communication and resource problems. For example much of the information which relates to the whole school has to be duplicated, which takes up time and money which could be utilised for other things. The split site adversely affects the cohesion of the school. For example, dialogue between infant and junior staff has to be arranged rather than taking place on a regular informal basis, such as at break and lunchtimes.
- 75 In the junior building some classrooms are small or "L" shaped which makes teaching and learning difficult as pupils have to move regularly to see the board and for the teacher to address them. The junior site has a large sports hall which is used for physical education and collective worship but there is very limited space for eating lunches. In the infants there is a smaller hall and attractive outdoor play area. However, the classrooms are on different levels and make access for the physically disabled difficult. The provision of learning resources is satisfactory, fully supporting the delivery of the school curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 76 The headteacher, staff and governors should now address the following key issues:

- (1) Raise the quality of teaching by ensuring that in all lessons there is:
 - ♦ A productive pace of learning and an efficient use of the time available;
 - ♦ High teacher expectations of the quality and quantity of work pupils will produce;
 - ♦ Effective behaviour management and firm class discipline.
 (Paragraphs: 24, 25, 26, 39, 94, 95, 103, 107, 113, 114, 131, 133, 138, 143)
- (2) Improve the attitudes and behaviour of pupils by:
 - ♦ Setting high expectations of behaviour in all lessons and around the school;
 - ♦ Developing further pupils' responsibilities for their own learning and achievements;
 - ♦ Extending pupils' personal skills to ensure that at all times they value and respect the opinions of others;
 - ♦ Closely monitoring the effect of the strategies staff are employing to manage pupils' behaviour and to maintain discipline.
 (Paragraphs: 12, 13, 15, 26, 40, 45, 95, 108, 114, 133, 160)
- (3) Increase the effectiveness of leadership and management by:
 - ♦ Ensuring that all initiatives are regularly and systematically monitored and the outcomes used to maintain a climate of continual improvement;
 - ♦ Increasing the involvement of senior staff in the day to day management of the school and making more use of their experience and expertise;
 - ♦ Raising the profile of the headteacher as the leader of the school and through this increase the school's cohesion as a combined infant and junior school;
 (Paragraphs: 50, 61, 63, 64, 65, 66, 68)
- (4) Strengthen the school's relationships with parents by:
 - ♦ Communicating the school's achievements, strategic development and progress on a regular basis;
 - ♦ Gathering parents' opinions more frequently and acting upon them;
 - ♦ Ensuring that the school's policies, such as those relating to behaviour and homework, are consistently applied.
 (Paragraphs: 29, 39, 45, 54, 55, 59, 63, 66)

In addition to the key issues the governors should consider the following additional less significant issues for inclusion in their action plan and;

- (a) Working with the local authority, maintain current efforts to improve the quality of the accommodation. (Paragraphs: 74, 75)

- (b) Improve teachers' knowledge and understanding in religious education. (Paragraphs: 8, 24, 159, 160)
- (c) Extend the procedures for assessment to include all subjects. (Paragraphs: 48, 53, 145, 152, 160)
- (d) Ensure that Governors' Annual Report to Parents meets statutory requirements. (Paragraph: 56)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		4	33	27	2		
Percentage		6	50	41	3		

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 one percentage point.

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)	263
Number of full-time pupils known to be eligible for free school meals	16

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	12
Number of pupils on the school's special educational needs register	54

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	20
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence	Unauthorised absence
%	%

School data	5.0
National comparative data	5.4

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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	23	14	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	21	23
	Girls	12	13	14
	Total	32	34	37
Percentage of pupils at NC level 2 or above	School	86 (89)	92 (95)	100 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	22
	Girls	12	13	13
	Total	32	34	35
Percentage of pupils at NC level 2 or above	School	86 (89)	92 (95)	95 (95)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	23	20	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	15	22
	Girls	16	9	17
	Total	34	24	39
Percentage of pupils At NC level 4 or above	School	79 (74)	56 (77)	91 (92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	19
	Girls	14	13	15
	Total	29	28	34
Percentage of pupils At NC level 4 or above	School	67 (77)	65 (82)	79 (87)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
227	0	0
0	0	0
4	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.0
Number of pupils per qualified teacher	20.2
Average class size	23.9

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	282

FTE means full-time equivalent.

Financial information

Financial year	2001/2
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	£
Total income	638,137
Total expenditure	662,881
Expenditure per pupil	2,492
Balance brought forward from previous year	148,963
Balance carried forward to next year	124,219

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	263
Number of questionnaires returned	99

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	40	10	3	0
My child is making good progress in school.	30	45	18	3	4
Behaviour in the school is good.	11	49	19	16	4
My child gets the right amount of work to do at home.	19	51	14	10	6
The teaching is good.	28	53	14	1	4
I am kept well informed about how my child is getting on.	16	47	26	10	1
I would feel comfortable about approaching the school with questions or a problem.	41	44	9	5	0
The school expects my child to work hard and achieve his or her best.	26	58	9	5	2
The school works closely with parents.	13	47	28	9	2
The school is well led and managed.	10	30	24	27	8
The school is helping my child become mature and responsible.	22	48	18	5	6
The school provides an interesting range of activities outside lessons.	16	29	28	18	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 77 The school makes good provision for children in the Foundation Stage of learning. This is particularly noticeable in the quality of teaching and in the provision for children's outdoor learning. Children join the reception class in the September at the beginning of the year in which they are five. When they first enter the reception classes the majority of children have social and mathematical skills that are typical for their age and have started to communicate with others effectively. The children make good progress towards the Early Learning Goals (the national targets for pupils at the end of reception) and most are likely to achieve or exceed them by the time they enter Year 1. This indicates good progress and achievement.
- 78 The quality of teaching for these young children is consistently good and has some very good elements. This is reflected in the standards the children achieve. All adults have suitably high expectations of what the children should achieve and plan demanding work for them. Teachers in the reception classes provide the children with many opportunities to explore and investigate inside and outside the classroom and match the work carefully to children's needs. This enables the children to make systematically the necessary small steps towards the end of the Early Learning Goals. However, on occasions, insufficient time is left at the end of lessons for the children to explain what they have learned. All members of staff work and plan well together using the national guidance for the age group. They keep clear and careful records of the children's interests, abilities and progress. This information guides the teachers' next stages of planning. It ensures full inclusion because it enables all groups of children, including those with special educational needs, to learn well and make good progress. Both teachers are ably assisted by the classroom assistants who give valuable planned support to the children. The strong leadership of the Foundation Stage coordinator provides a very effective first stage of learning for the youngsters. The Foundation Stage of Learning creates a strong basis for the children's future education.

Personal, social and emotional development

- 79 The children make good progress in their personal, social and emotional development. This is because of the good quality teaching. All members of staff expect the children to behave well and are fair in their dealings with the children and each other. The children soon settle to the carefully explained and expected routines. This gives them the chance to work in secure and ordered classrooms. The children chat happily with visitors and each other, and concentrate well. Most children cooperate with each other, know the class rules and understand the behaviour expected of them. All adults encourage children to be polite and tidy up after activities. This teaches the children to look after and care for each other and equipment. Relationships are good and contribute very positively to the children's behaviour. The children line up to go to the hall sensibly, and in assemblies they sit quietly and pay attention. Most of the children are likely to achieve the expected final stepping stones towards the Early Learning Goals in self confidence, behaviour and self control.

Communication, language and literacy

- 80 Children start school with language skills that meet the expectations for their age and many have well developed speaking skills. They make good progress during their time in the reception class because of the good quality teaching. The majority of children form letters correctly and many already write sentences independently. Children listen well to each other and adults and speak clearly in class discussions. They talk happily with each other as they work. For example, one child said, "I've got 'd' and 'b' in my name" and another replied, "I've got two 'm's'. They respond well to questions, answer readily and enjoy trying out new words. All adults work hard to increase the children's knowledge and understanding of words and language. This is particularly noticeable when adults work with children who have special educational needs. They encourage the children to speak clearly in sentences to each other and adults. Both reception teachers use a simplified

and appropriate form of the national strategy for literacy to introduce the children to the letters and sounds needed to build their reading and writing skills. This is very effective in supporting groups of different abilities and helping them achieve as much as they can. This is particularly important to the children who have special educational needs and is a major influence on the good progress they make. All children enjoy looking at and talking about books and many are already reading simple sentences. This prepares them well for work in Year 1. The vast majority of children are on target to reach or exceed the requirements of the Early Learning Goals by the time they enter Year 1.

Mathematical development

- 81 Children start school with average skills in mathematical awareness. The good quality teaching ensures that they make good progress in learning new skills throughout their time in the reception classes. The teachers plan and provide a good range of practical activities to give the children frequent hands on experience. This helps children to develop a secure understanding of ideas such as shape, size and pattern. For example, children look closely at patterns and describe how they are formed. They extend this learning to every day objects in and out of the classroom. A group of children discover different patterns in bricks, "It's a zigzag. Look at these bricks". All members of staff stress the importance of correct vocabulary, and ensure that the children know terms such as full and empty, short and long. They seize every opportunity to identify the importance of numbers. For instance, children count the number in the class and sing number rhymes. The regular play with construction kits enables the children to see different shapes, how they fit together, how heavy they are and how to make patterns with them. The teachers use careful observation to check where the children are in relation to the mathematical stepping stones. This knowledge helps the teachers to plan accordingly and match work to the children's needs and abilities. During the simplified national numeracy sessions the children are separated by ability so that the higher attaining children can move ahead, while the slower learners are given more time and help to gain confidence and understanding. Most children are likely to achieve the last stepping stones towards the Early Learning Goals by the end of the reception year.

Knowledge and understanding of the world

- 82 The children enter the school with expected levels of knowledge and understanding of the world. They make good progress throughout the reception year. This ensures that most reach or exceed the required learning goals. The teaching is consistently good and creates a lively learning environment filled with objects to stimulate the children's curiosity. Teachers plan topics to capture the children's interest. The children marvel, for instance, at the difference between a raw egg and a hard boiled egg. They find the concept of new life difficult but are confident to discuss the changes that have occurred. The teachers go to a lot of trouble to provide resources which extend the children's ideas. Children learn to classify ideas, for instance the difference between babies, children and adults. Teachers make good use of the school's site to explore growing things and have a variety of visits into the local community to enable children to learn about the world in and around the school. This helps them understand that they are part of a wider community. Children receive good, direct teaching on the use of computers. This increases their hand/eye coordination and their ability to move objects around the screen. They talk about the seasons, the changes in the weather and the passage of time. One child said, during registration, "Rain and sun makes a rainbow" and another volunteered, "And the rain comes from clouds". The teachers use religious education lessons to introduce the children to a range of cultures and faiths. This helps them to start to understand the diverse cultures within Britain.

Physical development

- 83 The children start school with expected levels of physical ability and control of more precise actions such as hand movements with pencils or other tools. They make good progress through the Foundation Stage and most are likely to reach the Early Learning Goals by the time they finish the reception year. Teaching is good in this area. The school provides a secure outdoor play area, where the reception children can grow in confidence, play imaginatively and practice movements

such as running and jumping. The children have a range of physical education sessions in the school hall. This enables them to coordinate and control their bodies well and show concern for the safety of others. They quickly become agile, alert and enthusiastic. The wide range of equipment and media provided allows the children to learn to use tools and materials safely. Their ability to use tools such as pencils is well developed and most children use scissors accurately and confidently. This is evident in children's writing, drawing and collage making.

Creative development

- 84 Although the creative development of most children is as expected when they start school, some children are drawing familiar things, such as human figures in an immature way. They make good progress while in reception and almost all are on target to achieve the final stepping stones by the time they move into Year 1. This rate of progress is due to the wide experiences provided, and to good teaching of basic skills in the reception classes. All children are confident in using media such as paint and use brushes well. They concentrate and work hard to develop their own imaginative response and gain a good knowledge of colour, texture and shape, for instance when printing repeating patterns. Many activities lend themselves to song and the adults lead the children in singing a wide range of simple songs and rhymes. Children develop their skills of playing percussion instruments, and singing together, in music lessons. The good quality teaching ensures that the children quickly recognise patterns within the music. This also helps them in their mathematical awareness.

ENGLISH

- 85 By Year 6 pupils attain standards in English that are above the national average, and broadly the same as those of similar schools. Test results have risen since the school opened two years ago.
- 86 Pupils in Year 2 attained standards above the national average in the 2002 national tests. A good proportion of pupils attained the secure Level 2, and the higher Level 3. Pupils enter Year 1 with standards above those found nationally and they make steady progress throughout the infant classes. Pupils with special educational needs make good progress. However, an unusual proportion of pupils in the current Year 2 are lower attaining. As a result, standards in the current Year 2 are similar to those seen nationally in both reading and writing. Standards in speaking and listening are above the national average.
- 87 Pupils in Year 2 speak confidently, and many listen with good attention. They answer questions in detail, explaining their ideas and opinions. Pupils make good use of the many opportunities provided to discuss ideas with their friends, working together to develop their answers. For example when asked to find the problem in a poem the class was composing, one pupil said to his partner, 'Back and Chad don't really rhyme do they? It would be better to use...'. They discussed several rhyming words, before making a choice.
- 88 The majority of pupils in Year 2 read clearly, fluently and accurately. They are able to work out words that are unfamiliar to them, by breaking them down into small parts or by using clues in the pictures and the text. These pupils use good expression to make reading interesting, and recall what they have read in detail. Lower attaining pupils do not read with the same fluency. They try to use the sounds of each letter to work out words they do not know, or look for clues in the picture. However, they often rely on adult help. These pupils can usually say what has happened in a passage they have read, but cannot always suggest what will happen next. Pupils regularly take books home to read. All pupils can recognise features of books, such as the title, author and contents page. However many pupils cannot talk confidently about their favourite books or authors.
- 89 Pupils in Year 2 attain standards in writing similar to those attained nationally. They have a good range of written vocabulary and many pupils vary the ways they organise sentences to make them more interesting. For example, a higher attaining pupil writes, 'Suddenly Pooh took the jar off his head and when he saw Piglet he blushed bright red with embarrassment.' Most pupils use words like 'when', 'because' and 'with' to join simple sentences. They usually use full stops and capital

letters to show the boundaries of their sentences. More than half of pupils can open sentences in interesting ways to give variety. For example, they use adverbs such as, 'suddenly...' and 'finally...' or connectives like 'when...'. Lower attaining pupils sometimes join their sentences, and put full stops at the end of some sentences. Many of these pupils put detail into their writing for interest. For example, one lower attaining pupil writes, "The very special one is very, very special." However, the handwriting of many pupils, particularly boys, is not neat and well formed. Most lower attaining pupils do not write at sufficient length within a lesson and do not work confidently without adult support.

- 90 The results attained by Year 6 pupils in the 2002 national tests were above the national average. An average proportion of pupils attained the higher Level 5, and standards were close to those of similar schools. Standards of attainment improved significantly when compared to the previous year. Pupils in the current Year 6 have made steady progress throughout the school and are attaining standards above those seen nationally.
- 91 By Year 6, a high proportion of pupils are confident and fluent talkers who are able to express themselves at a standard above that found nationally. These pupils have a rich and varied vocabulary. They present thoughtful and reasoned answers, explaining their ideas and providing justification for their opinions. Most pupils listen closely to their friends in debate, responding sensitively. They contribute well in paired or group discussions, in order to arrive at an agreed solution.
- 92 Most pupils in Year 6 read aloud with confidence and lively expression that makes their reading interesting. They have a wide range of ways of working out what unfamiliar words say, and can usually deduce their meaning from the general sense of what they have read. Lower attaining pupils read hesitantly and cannot always work out unfamiliar words. They retell what they have read, often adding detail and giving their opinion about what has happened. However, they cannot always suggest what might happen in the future, or use clues in the text to give possible reasons for events or the behaviour of characters. A high proportion of pupils enjoy reading at home as well as at school. They often bring their own books to school to supplement those available in the school library. These pupils talk confidently about how books are organised to help the reader, explaining the function of features such as chapters, the contents and the blurb. Many pupils visit the public library in a neighbouring town, and can name a range of favourite authors, and books they have enjoyed. However, few pupils have well developed strategies for locating information in a library.
- 93 By Year 6, most pupils are confident and expressive writers. They use interesting language to describe characters and settings. For example, one pupil writes in a short story, 'Walk through the brilliant gardens and see the Earl's rare orchids.' Most pupils use a range of punctuation that includes speech marks, exclamation marks, apostrophes and commas to make the meaning of their writing clearer for the reader. They open sentences with words and phrases like, 'recently...', 'also...' and 'from then on ...' to make links between sections and ideas. Higher attaining pupils use features such as simile or personification to enhance their writing. For example, one pupil writes, 'The wind comes blowing, like a howling wolf watching a fight over a destroying force.' Lower attaining pupils also show confidence in using language expressively, although their spelling is not always accurate and they do not always punctuate sentences correctly.
- 94 Teaching is usually satisfactory and sometimes good throughout the school. Teachers plan well and provide interesting opportunities for pupils to learn, so most pupils are interested in their lessons. For example, in a Year 1 class the teacher put on a bear hood and took on the role of Mr Bear. Her pupils questioned her about the story they had read, thinking more deeply about events and characters, and enjoying the humour of the situation. Most teachers use a wide range of resources, and prepare their lessons well. They provide good opportunities for pupils to discuss their ideas with a partner or as a member of a group, so that pupils develop their skills of debate, and extend their ideas through working with others. Many teachers use good questioning skills to encourage pupils to think more deeply, or to extend their answers. For example, in a Year 3 lesson the teacher asked pupils what they thought the story was going to be about, and then asked, 'Why do you think that?' The pupil replied, 'Because there are aliens in the picture and

because of the title.' The teacher then asked how the aliens would think of us, so that one boy said thoughtfully, 'They are aliens to us, but we are also aliens to them.' In some lessons teachers talk for a long time, and there is not sufficient time for pupils to develop or reinforce their skills by completing a good quality activity. In other lessons, teachers provide too much time for pupils to complete activities that do not present enough challenge for them. Teaching does not always make it clear enough what pupils are expected to do, or how they can improve their work.

- 95 In most classes throughout the school there are a small number of pupils who find it difficult to manage their own behaviour. They make loud remarks or distract other pupils. The behaviour of these pupils occasionally interrupts teaching, particularly when pupils are expected to sit without physical activity for extended periods of time. In the very small proportion of unsatisfactory lessons seen, teachers spent too much time managing the behaviour of a few pupils, so that the majority of pupils did not make good progress. Teaching assistants work confidently with pupils, helping them to develop their ideas and explaining to them how they can improve their work. For example, in a Year 1 lesson the teaching assistant pointed out to a child that he had opened his sentences with the same words, and helped him to work out a different way to open the next one. Pupils with special educational needs make good progress because they usually work in small groups and are well supported by adults. Insufficient opportunities are provided for pupils to develop their skills of working independently in writing, or of both starting and finishing a longer piece within one lesson.
- 96 The school has implemented a good range of strategies to raise standards in English, and these have been effective. It has developed an effective system for tracking pupils' progress, for example against detailed criteria for assessing writing. The information is used well to set pupils targets for their improvement. The curriculum is enriched through an annual book fair and through visitors to school, such as puppeteers, story tellers, and an author. The coordinator has been in post a short period of time. She is developing a good understanding of what needs to be done through studying teachers' plans, analysing the work of pupils and observing lessons throughout the school. As school is divided between two sites and teachers on one site have less opportunity to benefit from her leadership than on the other, the subject is also supported by a shadow coordinator.

MATHEMATICS

- 97 Currently, the standards in Year 6 are in line with those expected of pupils in their last year of primary education. In response to poor national test results in 2002 the school has implemented a number of strategies, including teaching all junior pupils in single age groups. These are having the desired effect and standards are rising. The school's target this year is for 86 per cent of pupils to reach the expected level, which is considerably more than attained in 2002. There is every indication that the school will be much closer to its target and there is a possibility that the target will be met.
- 98 The standard of mathematics in Year 2 is in line with that typical for this age group. Nearly all the pupils are on track to reach the levels appropriate to their age in the National Curriculum tests. However only about one fifth of the pupils are working at a level above the national average. This reflects the overall attainment of this group of pupils, which is somewhat uncharacteristic of the school as a whole. Their attainment on entry to the school was lower than in most years and the class contains a higher proportion of pupils who have some difficulties with learning. When these factors are taken into consideration pupils' achievement is satisfactory.
- 99 Most pupils in Year 2 are able to recall quickly addition and subtraction facts to 10 and use such information to make simple calculations mentally. They sequence numbers to a hundred and understand place values of two and often three digit numbers. More able pupils can count in 2s, 5s and 10s and show that they are able to count on and back from a given number. Some pupils are able to solve number problems involving simple multiplication and division. The majority of pupils can name simple two and three dimensional shapes. For example, they recognise a cube, pyramid and sphere and show clear understanding of technical vocabulary when talking about sides, corners, edges and faces. Pupils are able to work in everyday contexts when solving

problems involving money and are able to use Venn diagrams and bar charts to illustrate information.

- 100 Many pupils in Year 6 have a sound understanding of the place value of individual digits in large numbers. They understand decimals and make accurate calculations involving the use of the decimal point. The majority of pupils use a range of strategies to solve problems recognising key vocabulary when tackling problems involving real life situations. For example, they use a wide vocabulary when talking about triangles and have a sound understanding of angles. Most pupils measure accurately and use standard measures well, for example they are able to calculate angles in degrees using a protractor. Teachers extend pupils' learning beyond the daily mathematics lesson effectively by encouraging them to use what they are learning in other subjects. For example pupils regularly convert the data they have collected in a scientific investigation to a bar chart or graph to illustrate their findings and to make interpretation easier.
- 101 Pupils with special educational needs make sound progress because they are supported well by the teachers and classroom assistants who have clear understanding of the difficulties these pupils are experiencing. The special educational needs coordinator has recognised the need to pay closer attention to mathematics when setting targets for these pupils' learning, and to mirror the careful approach used when setting literacy targets. There is no significant difference in the attainment of boys and girls.
- 102 Overall the quality of teaching is satisfactory, and on occasions it is good. In the good lessons teachers plan well and have very clear lesson objectives. They employ effective teaching methods which promote pupils' thinking and manage to make good use of the time and work well with support staff.
- 103 In a Year 1 lesson the teacher had high expectations and challenged the pupils well. Good use of a supporting adult helped all pupils to be fully involved in the lesson. Pupils had to devise number sentences using doubles. When pupils met a number they couldn't deal with mentally they used a number square to support their learning showing a level of independence and decision making which was not always as obvious in other lessons. In a Year 2 lesson on solid shapes pupils were kept interested and on task through the use of practical activities. The teacher dealt well with a significant minority who found difficulty in concentrating. She insisted on pupils listening and used the teaching assistant to support her behaviour strategies. On occasions the pace of lessons needs improving. In one lesson in which pupils were developing simple graphs together no time targets were set and because the pace of the lesson was slow pupils became restless. Work in books also indicates that on occasions pupils are not sufficiently challenged by the activities set.
- 104 In Years 3 to 6 pupils are set by ability in age groups. This is achieved by the use of an additional teacher on a part time contract. This arrangement, introduced this year, is having a positive effect on the teaching of mathematics. It enables the national strategy for numeracy to be followed closely and provides good support for the less able pupils, as the set of lower attainers in each year group is much smaller.
- 105 In a Year 3 lesson on problem solving the teacher used good levels of questioning and a good range of teaching strategies. As a result pupils were able to sort out the key vocabulary in the problems and used that information to create number sentences and solve problems. The teacher made effective use of the last part of the lesson to go over what had been achieved, again using good questioning techniques to help pupils explain how they had achieved their answers. Praise is well used to encourage pupils. In a Year 3 lesson on fractions the teacher got very animated when a pupil was able to state that 2 is a $\frac{1}{4}$ of 8. In a Year 6 lesson on mathematical shapes formed from nets, the teacher used questions well to establish the level of pupil understanding. The pupils responded very positively, showing that the teacher's approach had helped them to understand how to translate a net into a 3 dimensional shape
- 106 Year 6 pupils who are falling a little short of national expectations have the opportunity to undertake additional mathematics lessons in order to improve their chances in the national tests. The work they undertake follows on from what they have been taught during the week. The lesson seen

during the inspection was having a positive effect on pupils' attainment. It had good pace and the pupils remained focused throughout.

- 107 There are some areas for development in the teaching of mathematics, particularly where the teaching is satisfactory rather than good. In these lessons the objectives are not always clear or phrased in a form that pupils can easily understand. While the objectives are almost always shared with pupils at the beginning of lessons they are not always revisited at the end. Lessons start with a mental mathematics activity as recommended in the national strategy. In some cases these are suitably challenging and set against timed targets, as seen in a Year 4 lesson on doubling and halving. However this part of the lesson is often not lively enough and sometimes pupils are not challenged to think quickly. In an otherwise good lesson on probability in Year 5, pace was lacking in the mental mathematics session and the lesson did not get off to as lively a start as it could have done. When this happens it takes time for pupils to get into the right frame of mind for what follows.
- 108 Pupils generally respond well to mathematics. The large size of some sets does not adversely affect the learning of pupils. However there are a significant minority of boys, in Years 2 and 4 in particular, whose behaviour has an influence on the quality of learning, as the teacher has to spend an unequal proportion of time dealing with the disruption they cause.
- 109 The mathematics coordinator provides good subject leadership. She has worked hard to address the issues raised by the 2002 Year 6 SATs results and has helped the school to make full use of the evaluation of numeracy undertaken by advisers from the local authority.

SCIENCE

- 110 At the end of Year 6, pupils' attainment in science is above the national expectations. This represents a satisfactory level of achievement. In 2002, the performance of Year 6 pupils in the national tests was above the national average and broadly the same as that of pupils in schools similar to Mattishall. These results were a significant improvement on the previous year because more pupils attained at an above average level.
- 111 Pupils' achievements and progress in Years 1 and 2 are satisfactory. Currently, Year 2 pupils are attaining standards that are broadly average. Generally, this is lower than is the norm for the school but this year group has far fewer pupils than in other years and the class contains a greater proportion of lower attainers. Most pupils are developing a range of scientific knowledge commensurate with their age. They know, for example, the difference between magnetic and non magnetic materials and higher attaining pupils remind others to keep the magnets away from computers and wrist watches when they are using them. Most are starting to make links such as why the clothes we wear differ with the seasons. Infant pupils of all ages show a high level of curiosity and thoroughly enjoy discovering things for themselves. Higher attaining Year 2 pupils recognise that some objects, such as a sprung clothes pegs, contain a mixture of materials and can make sensible suggestions as to how these items could be recorded on the sheets the teacher has provided. Lower attaining pupils have difficulty working systematically and tend to lose sight of what exactly they are trying to discover. A minority of pupils show highly developed understanding. Upon discovering that newer two pence coins are attracted to a magnet but older ones are not, a Year 1 pupil put forward the suggestion that this was because the metal content of the two was different. There are indications that the school has a small number of children who are gifted in this subject and this needs to be followed up more closely than at present.
- 112 Most Year 6 pupils show the knowledge of key scientific ideas expected of 10 and 11 year olds. They use scientific terms such as evaporation and condensation confidently and accurately and are able to explain basic principles clearly, such as the theory of how light enables us to see objects. A good proportion of pupils show above average understanding and are able to link relevant factors, such as how different forces act on a moving object. Pupils are given regular opportunities to participate in practical activities and to carry out scientific enquiries. This hands on, discovery type of learning is missing in some subjects of the curriculum, but not in science. Consequently, by Year 6 the majority of pupils have acquired a satisfactory range of enquiry skills which they are

able to use effectively when carrying out an investigation. They are not quite as clear about the process of investigation as they are about many of the key ideas, but they are able to conduct a fair test and to interpret findings logically. Higher attaining pupils pull information together well at the end of an investigation but there are few pupils who yet make full use of their existing knowledge when they are drawing conclusions. Lower attaining pupils do not have the same grasp of the enquiry process as others and have to be given more support by teachers.

- 113 Throughout the school the quality of science teaching is satisfactory and on occasions it is good. Teachers' subject knowledge is generally secure, although occasionally the task set does not give pupils clear access to the ideas they are expected to learn. Lessons are planned carefully and prepared well. Objectives for pupils' learning are set and displayed clearly, although at times these could give pupils a sharper vision of what they are trying to learn. Pupils are provided with a well balanced range of experiences which promote the development of skills in tandem with the acquisition of knowledge. On occasions teachers do not intervene quickly enough while pupils are working and opportunities to extend understanding and to ensure a systematic and therefore more successful approach are missed. The quality of most of the teachers' questioning is good but teachers do not always insist on pupils paying full attention and some of the impact of the effective questioning is lost.
- 114 Pupils' attitudes and behaviour are mostly satisfactory, but there is a tendency for lessons to move along steadily rather than at pace and some pupils do not put in as much effort as they should. Raising the level of expectation of what pupils will achieve is the key to a higher quality of teaching and learning. On occasions lessons in the junior classes are two hours long and extend across a whole afternoon. While this provides opportunities for extended enquiries it also severely tests pupils' abilities to concentrate on the same thing for long periods. Some pupils, particularly the younger juniors, find this difficult and a review and evaluation of this arrangement is needed.
- 115 Pupils with special educational needs make good progress. They receive effective support from both teachers and classroom assistants and are able to participate fully in the activities planned for the class. Teachers include them in discussions and support staff give good advice and assistance to help them keep up with the ideas under development. As a result a good proportion of pupils with special educational needs reach the standard for their age by the time they are in Year 6.
- 116 Teachers make sound use of the opportunities science lessons provide to extend pupils' literacy and numeracy skills. Pupils are expected to record the methods they have employed clearly and systematically and to explain their ideas in detail. However, pupils' understanding of why they are writing is based on producing a record for others to scrutinise rather than providing a written framework to aid their own learning and enquiries. The school has identified pupils' recording in science as an area for improvement and the coordinators have this in hand. Mathematics features frequently in pupils' work. They are encouraged to measure accurately and to record data in an accessible form. Many older pupils now automatically look to convert numerical data into a graph to help the interpretation of their findings. Teachers make some use of information and communication technology to enhance pupils' learning in science, for example, when Year 3 and Year 4 pupils are taught to construct keys using a branching database on the computer. However, information and communication technology is not as widely used as it should be and this has correctly been identified by the coordinators as a second main area for development.
- 117 The split site creates difficulties for the subject leaders. Although having a lead and a support coordinator for the subject helps ensure that someone is keeping an eye on provision on both sites, it is difficult for one person to form a complete picture of the provision the school is making and the effect that is having on pupils' learning. In the circumstances subject management is sound. Resources are good and in regular use. The teaching and learning programme is structured well around a two year cycle which makes effective use of nationally produced materials and other documentation the school has purchased to extend and enhance it.

ART AND DESIGN

- 118 Standards in art and design are average for pupils in Year 2 and Year 6 and pupils' achievements are satisfactory. Although there were no art and design lessons during the time of the inspection, pupils' sketchbooks, the portfolios of work provided by the two coordinators, displays and the pupils' comments provided evidence of satisfactory teaching and progress.
- 119 All pupils have appropriate opportunities to develop their knowledge and understanding of different aspects of the subject using a variety of media, such as clay work, paint, charcoal and different papers for textures and collage work. For instance, pupils in Years 1 and 2 draw self portraits and some begin to demonstrate their understanding of how to smudge charcoal to provide shading. Pupils in Years 5 and 6 use strong colours and shapes effectively in lively paintings which illustrate movement well. Older pupils in Years 3 to 6 use sketch books to practice small drawings which they later use in their larger work. However, they do not use them to collect visual stimuli such as fabrics and papers which could then be used in new pieces of work. There are limited displays of work where pupils used mixed media such as paint and collage. Often artwork relates productively to history topics, such as the Saxons and Romans, and pupils study jewellery and mosaics from the period helping them to make links between different subjects. The use of computer programs for drawing and pattern making is developing throughout the school.
- 120 The subject makes a satisfactory contribution to pupils' spiritual, social and cultural development. Through the study of artists and observational work, pupils begin to appreciate other people's work and the world around them. Visiting artists share their work with pupils and visits to the Sainsbury Centre provide good opportunities to study ancient two and three dimensional pieces of artwork from a range of cultures. The pupils study art from the Bangladeshi and African communities in specific multi cultural days. However, in general, pupils' development of their knowledge of different cultures is limited.
- 121 Teachers develop pupils' knowledge and understanding through studies of artists' styles rather than copying their work. For instance, older pupils learn how Van Gogh used marks in his sketches to create texture, and how Monet used colour to create water scenes, and then they created their own pictures. Pupils are enthusiastic about art and enjoy the challenge of reproducing their work in the style of other artists. Teachers build on pupils' skills using the scheme of work that is a mixture of the national guidance and ideas from a published scheme. For instance in Years 1 and 2 pupils begin to understand colour mixing, using tints and shades of colour while older pupils understand the effects of colours and the moods they create. Marking of work in pupils' sketchbooks is very limited and in general does not tell pupils enough about how well they have achieved or how to improve. Teachers are using new assessment procedures for younger pupils but there is no consistent format for older pupils.
- 122 The leadership and management of the subject is satisfactory overall. Two coordinators have an overview of the site on which they work but neither has a clear overview of the work of the whole school. There are two different ways of presenting portfolios of pupils' work. The more useful one shows older pupils' work carefully annotated with the levels of attainment of the work and the area of the curriculum which it covers.

DESIGN AND TECHNOLOGY

- 123 By the end of Year 6 standards meet national expectations and across the school as a whole pupils' achievements are satisfactory. In the infant classes pupils learn the basics of designing and making. They are taught to make simple mechanisms and produce card puppets which slide up and down as they are pushed and pulled. They start to combine different materials together and construct attractive robots from reclaimed boxes, plastic bottles and egg cartons. By Year 2 pupils are beginning to make some of their own decisions about what to make and how. After examining a variety of wheeled models they produce a variety of model vehicles, many of which successfully run when pushed.
- 124 Although, because of the arrangement of the timetable, no design and technology lessons were seen during the inspection it is apparent from the work pupils have produced that the teaching is satisfactory with good elements. For example, Year 2 pupils are taught to evaluate what they have

made so that they learn from their own efforts. One pupil had clearly recognised the problems caused by her choice of different sized wheels and was clearly determined to avoid this in the future.

- 125 Pupils' progress continues in the junior classes as their skills and knowledge gradually increase. Pupils in Years 3 and 4, for example, use the technique of designing by making effectively, when they make paper versions of money containers prior to constructing them in fabric. These are attractively displayed in the classroom and pupils are looking forward to the time they will be allowed to take them home. A particular strength of the programme of work in Years 5 and 6 is the development of pupils' understanding of mechanisms and their skills in producing a variety of movements. For example they construct cam driven models which raise and lower a variety of features in different ways and have learned that the shape of the cam determines the action it produces. These models are produced around a framework made up of wood strip reinforced with card triangles. Pupils are being taught sound techniques which enable them to succeed in their making, but many are not sure just why they are being taught to construct in this way. The testing and research part of the design, making and evaluating process is not as firmly embedded as other elements. All pupils are justifiably proud of their achievements and relate enthusiastically the projects they have been involved in. One of the cam models shown to inspectors was still working very reliably although it is some time since it was made.
- 126 Teachers make effective use of the opportunities the subject provides for literacy development. Pupils frequently write action plans, label diagrams and provide evaluations of the things they are making. There is satisfactory extension of numeracy, mainly through the use of measurement. Some designs contain the dimensions to which the product is to be made but in others this important feature is missing. Links between information and communication technology and design and technology are rather tenuous and in need of further development.
- 127 A useful portfolio of photographs and pupils' work is being assembled by the lead coordinator. This shows pupils working safely and correctly with a variety of tools and materials. Subject management is satisfactory and the two year rolling programme of work provides pupils with an appropriate range of learning opportunities. The split site nature of the school makes subject management, particularly keeping an overview of the teaching and learning, difficult.

GEOGRAPHY

- 128 Standards in Year 2 and Year 6 meet expectations for the ages of the pupils. All pupils, including pupils with special educational needs make satisfactory progress.
- 129 The geography curriculum is arranged in a two year cycle. By the end of Year 2 pupils have learned about other places in the world and are able to compare these places with their own environment. Pupils can talk about distant locations, particularly those they have visited and higher attainers can find some of these places on a map. Most pupils have a sound understanding of what a map shows developed by placing their house on a local map and talking about their route to school.
- 130 By Year 6 most pupils have developed an understanding of the structure of the world and are able to talk about continents, countries, oceans and seas. They have sound knowledge of the countries they have studied in geography and also in history. They use maps well in history. For example they use political wall maps to identify the relative positions of London and Aberdeen when studying travel times in 1934 and 1994. The majority have acquired an understanding of the effect people have on environments and express strong views about pollution, particularly where it relates to their own lives. They are, for example, able to discuss the plans for a new school and think about things they would like to see included. Most are acquiring a suitable range of geographical skills and are able to use keys and coordinates effectively.
- 131 In Years 1 and 2 the standard of teaching is satisfactory. In the Year 2 class the teacher dressed in an African kaftan and spoke to the pupils in Kiswahili to give them an immediate feel of a different culture. Interesting resources have promoted discussion in Year 1 and during a lesson

pupils showed good knowledge of Australia, being able to name the capital city and talk about deserts and rain forests. There are also areas for development. Despite the teachers providing interesting materials the pace of some lessons is too slow. At times the challenge offered by teachers' questions is insufficient and does not make pupils think enough.

- 132 In Years 3 to 6 the teaching of geography is satisfactory. Lessons observed in Years 3 and 4 classes showed that pupils were gaining in confidence and could talk about the world in terms of continents, use key vocabulary and had an increasing understanding of how climate affected different environments. Good use was made of a video on the Polar Regions. In one of the groups pupils were able to keep simple notes as the programme progressed. In the other session the teacher used a different technique, stopping the programme regularly and talking about the matters raised. In a Year 5 and 6 lesson pupils made good use of aerial photographs of the school. They discussed changes to the school environment and the majority were able to produce plans with a key showing their ideas for development. Pupils showed confidence in their work and they were articulate, undertaking good discussion in groups that showed that they were able to understand about the quality of the environment and how it could be improved.
- 133 Areas for development in Years 3 to 6 relate to the management of pupils in Years 3 and 4 and the activities provided in Years 5 and 6. The teacher in one Year 3/4 class had to continually reinforce the requirements for good behaviour. This takes time and gets in the way of the teaching. Better strategies for managing behaviour would have resulted in fewer interruptions to the flow of learning. The level and quality of discussion in the lesson seen in Years 5 and 6 was too low. As with the younger pupils, higher attainers need more work which makes them think for themselves.

HISTORY

- 134 Pupils make satisfactory progress in history throughout the school, and by Year 6 they reach the standard expected for their age. Pupils with special educational needs also make satisfactory progress.
- 135 Younger pupils develop a sense of the passing of time, and can talk about how ways life was different in the past. Pupils in Years 1 and 2 sort and classify toys from the past, and begin to use clues to decide whether things are old or not, such as the materials they are made of and their condition. For example a pupil was heard to say, 'I know it is old because some of the top has come off.' They handle and draw old artefacts, and learn how they were used.
- 136 Older pupils study the ways of life of different people who invaded Britain in the past. They describe how Roman roads were built and the function of different buildings in Roman towns. The majority of pupils can explain why Anglo Saxons built their villages by rivers, and write diary items as though they are Anglo Saxon children. In Years 5 and 6 pupils study the Second World War and changes in our way of life since the 1930s. They know a wide range of facts about people and events in the past, and the places where events took place. They understand how life was different then, for example they write as though they are evacuees being sent away from home during the war, or citizens taking shelter during an air raid. One pupil writes, 'One by one we started to climb into the shelter. It was cold and damp inside.' They consider how immigrants to Britain must have felt, and list some of the contributions they have made to our culture, such as food and music.
- 137 Teachers make links between pupils' learning in history and other subjects. Throughout the school, pupils use maps to show where events took place and use labels and keys to locate features on plans, for example in a Roman Town. Years 5 and 6 pupils record information in note form from discussion with a visiting veteran of the Normandy invasion, and expand it into a detailed report. Such activities extend and develop pupils' literacy skills. Numeracy is also promoted effectively for example, pupils calculate the cost of a shopping list during the war and times of journeys as transport systems changed. Homework is used to provide opportunities for research, with pupils constructing questionnaires to find out how the employment of their parents and grandparents has changed over time.

- 138 The quality of teaching across the school is satisfactory. Most teachers plan interesting opportunities for pupils to find out about the past, and in most lessons pupils are given a range of artefacts and resources through which to research information. However, pupils have difficulty explaining how they would select from different sources of information and their sense of chronology is not well developed. In some lessons the work pupils are given is not sufficiently interesting or challenging, and too much time is allowed for the activity so that pupils' pace of working is slow. Good use is made of visits to bring pupils' learning to life, for example at a rural life museum, in role as evacuees, and in a Tudor home.
- 139 The curriculum gives pupils a satisfactory range of historical experiences. However, time has not yet been available for coordinators to develop a whole school policy and through this to agree a consistent approach to the teaching of skills and the assessment of standards and progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 140 By the end of both Year 2 and Year 6, standards in information and communication technology meet national expectations for pupils of these ages. Throughout the school pupils make steady progress in their learning and this represents a satisfactory level of achievement. Pupils with special educational needs make better progress because of the carefully structured support they receive. There is no significant difference between the achievement of boys and girls.
- 141 Pupils in the infant classes learn how to select and give instructions and are beginning to understand the role of the computer in their learning. Teachers' carefully plan their lessons so that the pupils develop their skills and ability in an appropriate context, linking their work in information and communication technology with other areas of the curriculum. For example, pupils in Year 2 know how to produce correctly punctuated text on the screen. This supports their work in English. They 'log on' and 'log off' confidently and use the mouse to 'click' and 'drag' accurately. However, their keyboard skills are less well developed and pupils are slow at entering text. They persevere and work well in order to finish their work.
- 142 This satisfactory level of achievement continues through to Year 6. Pupils in Years 3 and 4 produce accurate pie and bar charts to support their work in mathematics but only the highest attainers develop this into collating and explaining their findings. By Year 6 most pupils use a range of fonts and styles that increase their word processing skills. They cut and paste to illustrate their work and plan questions to interrogate branching databases, building successfully on work carried out in Years 3 and 4. Their ability to produce multimedia presentations is a particular strength of pupils' learning. All pupils have learned to download, display and use data on spreadsheets and are beginning to recognise the wide range of opportunities the computer provides. During the inspection pupils were particularly excited at the prospect of using a 'smart box' for sensing purposes.
- 143 The quality of teaching is satisfactory and on occasions it is good, particularly in the older junior classes. Where the teaching is most effective pupils work hard and show high levels of interest. However, in some lessons teachers fail to manage pupils' behaviour sufficiently well, time is lost addressing class discipline and the pace of learning slows. Most teachers are confident in using the computers and other information and communication technology equipment and draw on pupils' existing knowledge well to support the learning of all. The successes pupils achieve increase their confidence and promotes self esteem. In lessons, teachers and support assistants move around the classrooms giving effective support to pupils who need it while at the same time encouraging pupils to work together to try and solve their own problems. This is helping to develop a level of independence which now needs to be built upon further. Most pupils are enthusiastic about their work and enjoy using computers. A good proportion of pupils have access to computers at home and are fully prepared to carry out research on their own initiative to support their school work.
- 144 The school is steadily increasing the use of information and communication technology in other subjects. For example, pupils create pictures to illustrate their work. This increases the pupils' ability to see computers as an integral part of everyday work and learning. In general teachers' use of information and communication technology to extend pupils' literacy and numeracy skills is satisfactory.
- 145 Subject management is satisfactory. The coordinators are knowledgeable and enthusiastic and recognise the areas in which improvements are needed. However there is some way to go before the provision is fully effective. The school is beginning to keep examples of pupils' work to show how well they achieve but there is no consistent and structured assessment of pupils' progress and achievement throughout the school. Subsequently the school does not have a clear enough picture of standards or of the impact the provision is having on pupils and achievement.
- 146 Resources have up to now placed limitations on both teachers and pupils. Each classroom has only a small number of generally older computers, limiting the number of pupils who can use them at any one time. Pupils' learning is restricted because they have to wait and take turns to use the equipment. However, the school is about to have a large number of new computers installed and

systems upgraded which will improve matters considerably and give pupils much better access to facilities such as the internet. Even when this is completed the school will not have a room in which a whole class can be comfortably taught information and communication technology together.

MUSIC

- 147 Standards exceed those expected for most pupils by Year 6. They are particularly strong in pupils' ability to compose and perform music. It is not possible to make a judgement on standards by Year 2 because no lessons were seen during the week of the inspection. It is, however, evident from a performance given by Year 1 pupils that they achieve well. Pupils, including those with special educational needs, make good progress throughout the school.
- 148 The younger pupils have a good sense of rhythm and clearly enjoy performing to an audience. By Year 2 many pupils play recorders accurately and tunefully for their age. All pupils sing with enthusiasm in assemblies and maintain accurate rhythm and melody. They use percussion instruments effectively to create fast and slow beats and copy patterns accurately.
- 149 Pupils build on their early skills as they move through Years 3 and 4. They understand the need to practise in order to achieve an acceptably polished performance and most pupils work hard, particularly when teachers insist on everyone listening whilst each group performs. This increases pupils' awareness of the need to respect each other's achievements. As pupils move into Years 5 and 6 the teachers build effectively on previous learning. For example, in one lesson pupils made a sustained effort to improve the use of harmony in their compositions. This led to some very effective songs and made good links with English as the pupils composed their own lyrics. The quality of their composing and performing skills showed improvement during the lesson and all pupils practised with much enthusiasm. Skilful teaching assists the pupils to achieve well and they thoroughly enjoy this work. The quality of playing in the lunchtime guitar clubs and in instrumental music lessons confirms the judgement of above average performing skills. Junior pupils sing melodically in assemblies, have clear diction and maintain accurate rhythm with effective use of dynamics.
- 150 The quality of teaching is good and results in good learning by the pupils. This standard of teaching results from the effective use of specialist knowledge that exists in the school which is helping to increase class teachers' understanding and confidence. In particular it has increased the teachers' expertise in making lessons interesting and relevant to pupils' needs. The teachers explain specific music vocabulary carefully. This ensures that pupils of all abilities and needs learn at a similar rate to their classmates. However, teachers do not always give the pupils enough time to reflect and think about their work during the lessons. This results in the pupils not developing a depth of understanding of what they have learnt and how they could improve. The school makes effective use of teachers with special expertise in music and all pupils have the chance to learn to play instruments such as violins, recorder and brass instruments.
- 151 The younger pupils take part in school productions each year and the older pupils have a carol service. The school ensures that all pupils have opportunities to join in and this makes a valuable contribution to the pupils' personal, social and cultural development. The school takes every opportunity to provide its pupils with a range of good quality music through visits and visitors. For example, pupils sing in Norwich Cathedral, and take part in gospel singing, African drumming and Indian dance. There is a satisfactory range of visiting musicians from Western and non Western cultures. These include concerts and workshops organised by singers and dancers from Zimbabwe. This, and the wide range of music available in the school, makes a positive contribution to pupils' cultural development.
- 152 The teachers use day to day evaluation of the pupils' achievements to plan what the pupils are to learn next. This is not consistent throughout the school and does not give a clear picture of achievement from Year 1 to Year 6.

PHYSICAL EDUCATION

- 153 Standards in physical education are above those expected of pupils by the end of Year 2 and similar to expectations by Year 6. There is no difference in standards between boys and girls. The standards achieved by pupils with special educational needs are similar to those of most pupils.
- 154 Year 2 pupils participate in physical activities with enthusiasm and are very keen to learn. They understand the importance of a gradual warm up and know what this involves. Most pupils show satisfactory control over body movements and have developed a range of associated skills, such as the ability to balance. When moving around the hall the majority of pupils use space well. They know how to exercise in safety and why they should be alert to possible dangers at all times. Most pupils show a sound understanding of how their body responds to exercise and how this relates to their own performance.
- 155 The majority of Year 6 pupils have developed the skills associated with the age group in many aspects of physical education including dance, gymnastics, athletics and swimming. Most pupils show appropriate games skills and are able to attack and defend with control whilst bouncing a ball. Pupils achieve good standards in swimming and the majority of pupils in Year 6 are able to swim at least 25 metres.
- 156 The overall quality of teaching and learning in Years 1 and 2 is good. In a Year 2 gymnastics lesson pupils showed good levels of achievement. They showed good levels of concentration and were able to work independently when developing fast and slow twisting and turning movements. The teacher exercises firm control over the group, for example, no talking when working on apparatus. This control of a difficult group resulted in good quality physical education. In a mixed reception/Year 1 lesson the teacher sets different challenges for each group. Year 1 pupils were able to discuss areas of each other's performance and suggest improvements. They were encouraged to work quietly and effective management by the teacher resulted in quiet, calm and hard working children who concentrated and behaved well.
- 157 Overall the quality of teaching and learning in Years 3 to 6 is satisfactory. A Year 5 and Year 6 games lesson in the sports hall showed that pupils were developing ball skills and were able to cooperate in small team situations. The teacher started with a warm up, using music as a stimulus and encouraged pupils to think about stretching muscles. During the lesson the pupils practised the different skills they will need to play basketball, dodging and weaving, bouncing a ball whilst moving and shooting into a basket. The teacher had good control over the group and all pupils were fully involved throughout the session. During their weekly swimming lesson Year 3 pupils make good progress. They try hard and work well with determination and growing confidence. Over half of the group are already able to swim a minimum of 25 metres.
- 158 On the junior site the accommodation for physical education is good. There is a large playing field and the sports hall is well used by Years 3 to 6. Facilities at the other site are not as good. The hall is small and has a multi purpose use.

RELIGIOUS EDUCATION

- 159 Standards are average in Year 2 and pupils make satisfactory progress in developing their knowledge of stories and festivals from different faiths. They have appropriate opportunities to think about their relationships with families and friends, and what it means to belong to a community. Occasionally pupils misunderstand what they have learned, such as "Indians celebrate Diwali" and this is not corrected by the teacher. Standards are below the expectations of the locally agreed syllabus for pupils in Year 6 and junior pupils make unsatisfactory progress. This is because teachers do not always have sufficient subject knowledge to develop pupils' understanding, particularly in the topics about major faiths. Therefore pupils do not remember what they have learned or appreciate what it might mean to their own lives. For instance, pupils in Year 6 were unable to name the important religious texts of Judaism or Islam and could only talk about Hinduism because they were learning about it now.

- 160 The quality of teaching for pupils in Years 1 and 2 is satisfactory overall. Teachers have a sound knowledge of the subject and use drama and stories to teach about major events in different religions. For instance, pupils in Year 2 learn about Palm Sunday and act out the scene as Jesus enters the city. The quality of teaching in Years 3 to 6 is unsatisfactory overall. This is because some teachers do not have sufficient subject knowledge to teach the subject in an interesting and lively way and lessons often fail to motivate pupils. In discussion, pupils in Year 6 stated that they find the subject boring and the majority of those interviewed could not see its relevance. They did not understand why they needed to learn about other faiths and cultures. While it is recognised that small groups of pupils only provide a snapshot of opinion, it is clear that a proportion of Year 6 pupils are insufficiently motivated by the teaching and lesson content. On occasions, pupils' poor behaviour limits the amount of progress the class make and teachers fail to make their expectations of behaviour clear enough or to pursue them rigorously. Marking is often unsatisfactory for all pupils. There is often a tick but no comment to show if the pupil has met the learning target for the lesson. This makes ongoing assessment of pupils' work difficult. The exception to this is in reflection diaries where the teacher comments on the pupils' thoughts. These provide a strong sense of personal development and help establish positive relationships between the teacher and pupils. At present, the school lacks a whole school approach to assessing pupils' knowledge of religious education but is beginning to introduce a common policy to evaluate pupils' knowledge and understanding.
- 161 Staff lead periods of reflection satisfactorily. These often contain a strong element of moral and personal development, for instance, thinking about being a member of a community, or about how to settle conflicts both in our lives and around the world. The school makes good use of visitors from local churches to lead assemblies and talk with children, but there are very few opportunities for children to meet members of other faiths so they can gain a deeper understanding.
- 162 The experienced coordinator has a clear understanding of the curriculum and has monitored pupils' work in their books and in discussions. She is aware of the need to develop teachers' knowledge and understanding and is applying for funding for staff training, meanwhile giving advice if required.