

# INSPECTION REPORT

**ST MARTIN AT SHOULDHAM C OF E (VA)  
PRIMARY SCHOOL**

Shouldham, King's Lynn

LEA area: Norfolk

Unique reference number: 132751

Headteacher: Marika Mears

Reporting inspector: David Page  
1028

Dates of inspection: 16<sup>th</sup> – 19<sup>th</sup> June 2003

Inspection number: 248985

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Lynn Road Shouldham King's Lynn Norfolk
Postcode:	PE33 0BU
Telephone number:	01366 347 260
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Appropriate authority:	Governing Body
Name of chair of governors:	Tom Shephard
Date of previous inspection:	No previous inspection

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1028	Mr D Page	Registered inspector	Mathematics English Science Information and communication technology Design and technology Educational Inclusion Special educational needs English as an additional language	What sort of school is it? School's results and achievements How well are pupils taught? What should the school do to improve further?
9798	Ms V Ashworth	Lay inspector		Pupils' attitudes, values, personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
11901	Dr P Lowe	Team inspector	Art and design Geography History Music Physical education Areas of learning for children in the Foundation Stage	How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?

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

### **INFORMATION ABOUT THE SCHOOL**

St Martin at Shouldham C of E Primary School is nearly three years old, and opened following the closure of two small village primary schools. The school is smaller than most other primary schools, (121 pupils compared with the average size nationally of 242 pupils). The percentage of pupils known to be eligible for free school meals, (6.7 per cent) is below the national average. The majority of pupils at the school are of UK Heritage, (93.5 per cent), while small percentages are of white European heritage and of Pakistani heritage. The percentage of pupils learning in English as an additional language, (1.9 per cent), is a bit higher than in most schools. None of these pupils is at an early stage of language acquisition. The language spoken by these pupils is Punjabi. The percentage of pupils identified as having special educational needs, including statements, (18.2 per cent), is broadly in line with the national average. There is a broad range to the nature of pupils' needs. Some have moderate or severe learning needs, while others have physical, speech, or emotional needs. The percentage of pupils with statements of special educational needs, (0.8 per cent), is below the national average. The percentage of pupils joining and leaving the school at times other than the start of the school year is extremely high, partly due to the number of pupils from the nearby RAF base. The school's local context shows some features of socio economic advantage.

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

This is a very effective school. Standards on entry are broadly average for this age group. By the end of Year 6, in work seen, standards were well above the national expectation. The school helps pupils to make very good progress. Teaching is consistently very good and sometimes excellent, behaviour is very good. Leadership and management by the headteacher, governors; senior teacher and subject leaders are very good. The school is very effective at ensuring all pupils are included fully in the life of the school. Given how effective the school is, its context, and the money it receives, the school provides value for money.

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

- Leadership and management by the headteacher; governors; senior teacher, and subject leaders are very good.
- Teaching is very good, and as a consequence, by the time they leave the school, pupils achieve very well.
- The school is very effective at ensuring all pupils are included fully in the life of the school. The provision for pupils with special educational needs, and for those that are gifted and talented, is very good.
- Pupils behave very well, have very good attitudes to school and form very good relationships with each other and adults.
- Literacy, numeracy and information and communication technology are very well supported in other subjects.
- Extra-curricular provision is excellent and the provision for personal development is very good.
- Arrangements for child protection are very well organised.

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

- Standards in other subjects need to be raised to the high levels the school has already achieved in English and mathematics.
- Pupils' use of the library needs to be developed, and book resources brought up to the same high level of many other resources in the school.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There is no previous inspection report on which to judge the school's improvement. However, in the relatively short time the school has been open it has successfully established a very positive ethos for learning, and a wide range of very good systems and procedures.

### STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	n/a	A	A	B
Mathematics	n/a	D	A	B
Science	n/a	E*	B	C

**Key**

well above average    A  
 above average        B  
 average                C  
 below average        D  
 well below average   E  
 very low               E\*

Standards on entry to the school are broadly in line with the average for children of this age. By the end of Year 2 in 2002 in national tests, standards in mathematics were well above the national average, and in reading and writing were above the national average. In comparison to similar schools on the basis of free school meals, standards in mathematics were above the average, while standards in writing were in line with the average and reading was below the average. By the end of Year 6 in 2002, in national tests, standards in English and mathematics were well above the national average, and in science were above the national average. In comparison to similar schools on the basis of free school meals, standards in English and mathematics were above the average while in science they were in line with the average. When compared to similar schools on the basis of pupils' prior attainment, standards in English and mathematics were well above the average, and in science were in line with the average. There is no significant difference between the relative performance of boys and girls. The school has only been open long enough to participate in national tests for two years. As a consequence, it is difficult to identify trends over time. Pupils' performance in 2002 at the end of Year 2 and Year 6 was better than in 2001, and the degree of improvement was faster than the national trend. The school dramatically exceeded the somewhat insufficiently challenging targets for performance in English and mathematics.

From inspection evidence, by the end of Reception, pupils' standards are above the national expectation with most pupils having achieved the early learning goals. By the end of Year 2, standards in reading, writing, and speaking and listening are above national expectation, and by the end of Year 6, are well above. Standards in literacy are good by the end of Year 2 and very good by the end of Year 6. By the end of Year 2, pupils' standards in mathematics and science are above national expectation, and by the end of Year 6, are well above in mathematics and above in science. Standards in numeracy throughout the school are above that expected nationally. Standards in design and technology; information and communication technology; history; geography; art and design and music, throughout the school are above the national expectation. Overall, from the inspection evidence, pupils are making very good progress, both within lessons and over time. Pupils with special educational needs are supported very well to make very good progress in line with their peers.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show very good attitudes to school and work, they have great enthusiasm for school.
Behaviour, in and out of classrooms	Very good. Their behaviour throughout the school day is very good.
Personal development and relationships	Very good. Their personal development is very good and their relationships with each other and members of staff are very good.
Attendance	Good. Attendance has improved over the last academic year.

## TEACHING AND LEARNING

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

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

In Reception, teaching during the inspection was good and led to good learning. Strengths of teaching are teachers' knowledge and understanding, the teaching of phonics, letter sounds, and other basic skills, the use of time, support staff and resources and the quality and use of ongoing assessment. Teachers provide work to suit the learning needs of all children. Teaching of English throughout the school is very good and information and communication technology is very well used to support learning in the subject. Pupils are very attentive and contribute very willingly to class discussion, they persevere very well for their ages, are very keen to do well and are highly motivated. Teaching of mathematics is consistently very good. It is characterised by speedy and pacy introductions which engage the pupils very well from the outset; pupils behaving very well, working very quickly and demonstrating high levels of enthusiasm to get the right answer. Computers are used very well to support learning, with the use of good quality and relevant software. Teaching of literacy and numeracy, and of all other subjects, is very good. The school library is not used as a teaching resource frequently enough. Teaching and support for pupils with special educational need is very good. Teachers are very aware of these pupils' needs and requirements of the individual education plans are very well addressed. Learning support assistants make an extremely positive contribution to the teaching of pupils with special educational needs. The progress they make in lessons is very good and matches that of their peers.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad, balanced and significantly enriched. Extra-curricular provision is excellent.
Provision for pupils with special educational needs	Very good. The management of special educational needs is very good and the early identification of pupils' needs, and early involvement of parents, are excellent.
Provision for pupils with English as an additional language	Very good. While there are currently no pupils at an early stage of language acquisition, the systems for supporting all pupils are very good.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for spiritual, moral and social development is very good, and for cultural development is good.
How well the school cares for its pupils	Very good. The school takes very good care of its pupils and has established a warm, friendly and vibrant atmosphere. Procedures for assessing pupils' attainment and progress are very good. The school is very effective at promoting race equality.

The school works very well with parents. The school has already made very good links with parents by including them in everything that the school does. Parents receive very good quality information.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has established a positive climate for learning within which both pupils and staff flourish and achieve success.
How well the governors fulfil their responsibilities	Very good. The governors work very hard in support of pupils' learning. The chair of governors, in particular, gives unstintingly of his time and has led the governors in the establishment of very effective systems.
The school's evaluation of its performance	Very good. The headteacher, staff and governors have a very good understanding of the strengths and weaknesses of the school and the areas for development.
The strategic use of resources	Very good. Together with the governors, the headteacher manages the budget very efficiently and their approach to achieving best value is excellent.

The school is generously staffed by teachers and teaching assistants. Teaching assistants are well trained and make a very significant contribution to pupils' learning. The school is accommodated in new buildings which provide a very good learning environment. The library is too small to accommodate a whole class for the teaching of library skills, and inhibits pupils' direct access to opportunities to develop their research skills. Overall, the quality, range and accessibility of learning resources are good, with some very good features, such as playground equipment. Book resources need to be improved. The quality and current siting of the computers inhibits their full use. There are clear plans to address this issue.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Behaviour is good.</li> <li>• Parents feel comfortable approaching the school.</li> <li>• The school is helping children to become mature.</li> <li>• There is an interesting range of activities.</li> <li>• The school expects children to work hard.</li> <li>• The school is well led and managed.</li> <li>• The children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• The least popular point, receiving support by 14% of parents in the questionnaire, was that they felt they were not kept well informed of their children's progress.</li> </ul>

The inspection team found evidence to support all the parents' positive views. The unevenness in the quality of information to parents on the progress of their children has been addressed by the school. In the meeting for parents held before the inspection, concerns were expressed regarding the standards and progress of pupils in Class 1. These concerns have now been resolved. During the inspection, standards were observed to be above national expectation and progress was at least good and sometimes very good.

## **PART B: COMMENTARY**

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

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

1. Standards on entry to the Reception are average for pupils of this age. Children make a good start to their education in a rich and stimulating learning environment. They make good progress and achieve well in all six areas of learning. Standards at the end of the Reception year have risen to above the average.
2. By the end of Year 2 in 2002 in national tests, standards in mathematics were well above the national average, and in reading and writing were above the national average. In comparison to similar schools on the basis of free school meals, standards in mathematics were above the average, while standards in writing were in line with the average and reading was below the average. The performance by boys in all three subjects has been somewhat better than girls in both years. However, the size of year groups is very small, and there is very high pupil mobility at the school. No significant difference was observed during the inspection.
3. By the end of Year 6 in 2002, in national tests, standards in English and mathematics were well above the national average, and in science were above the national average. In comparison to similar schools on the basis of free school meals, standards in English and mathematics were above the average while in science they were in line with the average. When compared to similar schools on the basis of pupils' prior attainment, standards in English and mathematics were well above the average, and in science were in line with the average. There is no significant difference between the relative performance of boys and girls.
4. The school has only been open long enough to participate in national tests for two years. As a consequence, it is difficult to identify trends over time. Pupils' performance in 2002 at the end of Year 2 and Year 6, was better than in 2001, and the degree of improvement was faster than the national trend. The school dramatically exceeded the somewhat insufficiently challenging targets for performance in English and mathematics, and is on track to meet its appropriately challenging targets for the current year.
5. By the end of Year 2, standards in reading, writing and speaking and listening are above national expectation. By the end of Year 6, standards in reading, writing and speaking and listening are well above national expectation. Skills in literacy are very well supported throughout the school in other subjects of the curriculum. As a consequence, standards in literacy are good by the end of Year 2 and very good by the end of Year 6. By the end of Year 2, pupils' standards in mathematics, as observed during the inspection, were generally above national expectation. By the end of Year 6, pupils' standards are well above national expectation. By the end of Year 2, in science lessons and work seen, standards are above national expectation. The apparent lack of progress over time from Year 2 to Year 6 in science is due to the small sizes of the year groups and the extremely high pupil turnover. Standards in all other subjects by the end of Year 2 and Year 6, are above the national expectation. Overall, from the inspection evidence, pupils are making very good progress both within lessons and over time. The school's emphasis on developing English and mathematics has resulted in particularly dramatic progress in these subjects. Pupils with special educational needs are supported very well to make very good progress in line with their peers.

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

6. The pupils show great enthusiasm for their school. They are very proud of their school and enjoy the sense of belonging and would not wish to be at any other school. They show great interest in their work and share and co-operate with others. There is a very positive attitude to learning which is greatly encouraged from the moment the pupils enter the Reception class. They want to learn, and try very hard with their work and are able to demonstrate developing skills for independent study. The interest shown, and the involvement in the many activities in school, during lessons, at lunch time and after school, are excellent. The pupils are particularly proud of their young garden and landscape features, such as the willow bowers, which they tend with loving care. Pupils in Reception benefit from the emphasis placed on personal, social and emotional development in all areas of the curriculum, which is also closely linked to religious education.
7. Behaviour throughout the school is mainly very good and rarely less than good. There have been no exclusions during the last year. The school's emphasis on forming relationships and social development has had a very positive impact on behaviour. The head teacher and staff consider it a very high priority to develop positive relationships. The school recognises the need to form friendships and for the pupils to be secure and happy in their learning environment. The staff provide very good role models and the caring attitude is evident throughout the school community. Pupils are polite to adults coming into the school and are very willing to enter into conversation. They are able to relate to adults in a mature manner and many are extremely articulate and pleasant. There is no evidence of bullying in the school, with pupils working in an environment free of oppressive behaviour. Any incidents which have occurred have been dealt with quickly and effectively. Pupils are taught to think about what they do and to respect each other's feelings. This is evident in their attitude towards each other.
8. The pupils are very willing to take responsibility when this is offered, and often look for opportunities to help. Three members of each class are elected to the school council which meets regularly. Their ideas are interesting and varied and most of them are adopted. It is hoped that later this term a friendship bench will be created and that pupils from Years 3 and 4 will have the opportunity to become guardian angels for those who need a little help. The pupils are proud to have ownership of this forum which is guided by the head teacher. A Year 6 pupil has the responsibility for mentoring the Reception and Year 1 members which works well. The newly formed Eco-council is very enthusiastic and mature about its responsibilities to increase social awareness. The council is run by the pupils with some adult members, including parents. There are class monitors who return registers and pupils are very happy to assist their teachers around the school. Years 5 and 6 supervise dinner tables which helps to promote the very good standard of behaviour observed during lunchtime. Attendance at the school is now good and there is no unauthorised absence.

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

9. In Reception, teaching during the inspection was good, and throughout the rest of the school was very good. In Reception, strengths of teaching are teachers' knowledge and understanding, the teaching of phonics and other basic skills, the use of time, support staff and resources and the quality and use of ongoing assessment.

Teachers provide work to suit the learning needs of all children. All adults have high expectations and children show a high level of interest, concentration and creative effort.

10. Teaching of English throughout the school is very good and information and communication technology is very well used to support learning in the subject. Teachers are knowledgeable and well trained and the national literacy strategy has been very well incorporated into the school's practice. In an excellent Year 4 lesson about developing characters in the writing of an imaginative story, the teacher's own enthusiasm for the subject was plain to see and helped motivate the pupils still further. Pupils are very attentive and contribute very willingly to class discussion, they persevere very well for their ages and take part in choral reading with enthusiasm. Pupils are very keen to do well and are highly motivated. The school library is not used as a teaching resource frequently enough.
11. Teaching of mathematics is consistently very good. It is characterised by speedy and pacy introductions which engage the pupils very well from the outset; pupils behaving very well, working very quickly and demonstrating high levels of enthusiasm to get the right answer; activities are kept short and stimulating in order to inject interest and variety; learning objectives are shared explicitly with pupils and skilful class management encourages all pupils to participate. All pupils, regardless of gender; age; ethnicity, or level of prior attainment are helped to make very good progress. Computers are used very well to support learning with the use of good quality and relevant software.
12. Teaching in science is very good and is characterised by pupils being settled very quickly and the learning objectives being shared with them very effectively; a very good pace leading to the pupils being quickly engaged; literacy being well supported; pupils working very well together, persevering very well at their tasks, listening very well and contributing willingly to class discussion. A very broad range of teaching strategies is often successfully employed during lessons. The teachers' enthusiasm for the subject is infectious and helps to motivate pupils. Information and communication technology makes a significant impact on learning for example when a microscope linked to a computer contributed very positively to pupils' learning.
13. Information and communication technology is very well used in all subjects to support pupils' learning. Opportunities for the use of computers and other hardware are incorporated very well into teachers' planning. Homework is used well to support pupils' learning and extend and reinforce the work in lessons. Teaching of literacy and numeracy, and of all other subjects, is very good.
14. Teaching and support for pupils with special educational need, and of the gifted and talented, are very good. Teachers are very aware of pupils' special needs and requirements of the individual education plans are very well addressed. Learning support assistants make an extremely positive contribution to the teaching of pupils with special educational needs. These support staff are well-trained, empathetic yet challenging, and work closely with the mainstream teacher. Potential difficulties posed by particular lessons are foreseen and strategies put in place to avoid these. Pupils with special educational needs are integrated extremely well with their peers. The progress they make in lessons is very good and matches that of their peers. Extension work and involvement outside lesson times in additional activities, provide very good stimulation for the gifted and talented.

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

15. The quality of the curriculum is good in the Foundation Stage and very good in Years 1 to 6. It covers all subjects and is relevant to the ages and interests of all pupils. It fulfils the requirements of the National Curriculum, including citizenship, drugs and sex and relationships education. The breadth and balance of the curriculum is very good, with an appropriate emphasis on literacy and numeracy.
16. An enriched curriculum is in place in the Reception class, based on the six areas of learning. In Years 1-6, national subject guidance is used as a basis for all schemes of work. The curriculum is greatly enriched by the breadth of study, visits, visitors and extra-curricular activities. The national recommendations for the amount of teaching time are met in all subjects. A curriculum map has been devised, on a two-year rolling programme, to address the needs of pupils in mixed-age classes and to ensure that all pupils have access to a rich curriculum. Every subject has a subject leader who monitors the quality of provision and reports to the governors on strengths and areas for development.
17. The provision for teaching literacy and numeracy is very good. The school has adopted and adapted the national strategies well. Targets are set for individual pupils and for groups of pupils. They are shared with parents and are regularly reviewed. There are very clear objectives for learning, and pupils are given the opportunity at the end of each lesson to assess what they have learned. There are planned opportunities for pupils to use literacy skills and numeracy skills, as well as information and communication technology skills, in most areas of the curriculum.
18. The provision for extra-curricular activities is excellent. The school provides a range of term time and holiday activities to complement the academic opportunities. An annual residential visit is much enjoyed by older pupils and develops their outdoor activity skills. About twenty clubs enable pupils to participate in sports, such as football and netball; dance; learn musical instruments, including guitar, clarinet, flute, fife and okarina; play in the school band; learn French; take part in gardening; skipping; crafts; construction, and board games. Input into out-of-school clubs has improved pupils' sporting prowess. Pupils participate in local football festivals, orienteering, football, hockey, cricket and netball matches against other schools, a local netball tournament, cross-country and athletics events. They take part in activities with local schools, such as the football and netball leagues, sports days, music days, a dance party and multicultural events. Teachers, teaching assistants, professional coaches and a number of parents are responsible for the success of the extra-curricular provision. Parents value the attention given to these activities. The school provides other opportunities to broaden pupils' experiences, through visits, for example, to Old Hunstanton, visitors to the school and skills' days. Pupils are involved in a variety of special curriculum events, such as World Book Day, art activities, science week and number day.
19. Equality of access to the curriculum is very good. Classroom provision is organised to meet the specific needs of all pupils; for example, the integration of disabled pupils. Special arrangements are made for pupils travelling by bus to participate in after-school clubs and matches. Teachers ensure, by their groupings and tasks, that boys and girls, pupils of differing abilities, pupils with special educational needs, and more able pupils, are given equal attention and encouragement. Pupils' progress is

tracked, and support is directed effectively to those who need it. Extra-curricular activities are open to boys and girls and there are opportunities for pupils of all ages to participate.

20. The ethos of the school is built upon the notion of all pupils having individual needs. As a consequence, those pupils with special educational needs are at the heart of the school's considerations. The school keeps a register of pupils with special educational needs, along with those pupils identified as being gifted and talented. This provides a convenient way of correlating the information which the school collects on these pupils. Where necessary, the school finds money from its own funds in order to ensure those pupils that require supervision at breaks and lunchtimes are provided with this support. The progress of pupils with special educational needs is closely monitored and appropriate strategies put in place if required. There are very clear lines of responsibility established in which the teacher of the child with special educational needs is central.
21. The provision for personal, social and health education is very good. There is a detailed policy and a clear programme for teachers to follow. Circle time, when pupils work together in a circle, listening attentively to each other, religious education lessons and assemblies provide further opportunities to develop this area. The school provides sex and relationships education and any questions from pupils are answered sensitively. They learn about signs on materials that suggest 'caution'. Drugs awareness is covered very well, for example, when discussing the safe use of medicines. Pupils are made aware of healthy eating and this is supported through science and design and technology. All pupils have a personal, social and health education record card. Opportunities are taken by staff to develop and extend pupils' personal skills, so that all pupils have the opportunity to achieve, for example, by helping with clubs for younger pupils, participating in the environmental club and performing in public.
22. The school has very good links with the local community. It receives support from the police service, fire service, the RSPCA, the school nurse and other guidance and support services. There are strong links with three local churches and Ely Cathedral. Support is given to various charities, such as 'Comic Relief'. There are strong links with the many local places regularly visited by the school and with visitors to the school. The school participates in community activities, such as sports tournaments and cross-country running. There is a strong involvement in local parish events, for example, making christingles, posies for Mothering Sunday, palm crosses and banners for local flower festivals. The school building is used by local groups. There are visits to local companies, in connection with the school's commitment to Eco-Schools' objectives. Pupils' work is celebrated through performances to the community and visitors from the community.
23. There are very good relationships with other schools, particularly the linked high school to which most pupils progress. There are two-way links to discuss pupils' attainment and progress, an introduction to Year 7 work and familiarisation visits for pupils prior to their transfer to the school. Arrangements for pupils with special educational needs are particularly good through the pooling of information between staff, and observation of pupils. Teachers from the high school lead design and technology and information and communication technology days at the school. The school is doing all it can to ease the transition of pupils to the high school. There are also links with pre-school providers and there are opportunities for children to visit with their parents before they join the school.



## Spiritual, moral, social and cultural development

24. Overall, the provision for pupils' spiritual, moral, social and cultural development is very good. Pupils' spiritual development is very good. The school encourages an understanding of the meaning and significance of faith and promotes Christian values, such as caring and kindness, for which a memorial shield is presented bi-annually. Spiritual development is promoted very well through opportunities for prayer and reflection during acts of collective worship, class assemblies and religious education lessons. Planned opportunities are provided for the appreciation of the spiritual elements associated with music in collective worship, art and music lessons. In history, pupils are given opportunities to reflect on their own beliefs and those of others, for example, pupils in Years 5 and 6 compared Christian belief about the after-life with the beliefs of the Ancient Egyptians. In a lesson on using different materials to make presents for the Summer Fair, in the Reception/Year 1 class, opportunities were provided for children to imagine they were at the seaside and to reflect on the beauties of nature, as they imagined what they would see, feel, touch, hear and smell. There are strong links with the church and parish. Pupils regularly participate in services at local churches and Ely Cathedral. They are visited by local clergy and clergy from abroad. They are taught by adult example and discussion to understand their own beliefs and those of other faith groups and to value the feelings, values and beliefs of others.
25. Pupils' moral development is very good. Care for all pupils, including younger children and pupils with special educational needs, is implicit in the daily life of the school. Adults provide very good role models of how to behave and work together. Respect for oneself and each other is encouraged. Very good relationships prevail. Pupils are taught the difference between right and wrong actions. There is emphasis on caring for and helping each other. Pupils' understanding of the impact of their actions on others is very good. Positive rewards, the consistent application of the behaviour policy, school and class rules and personal, social and health education lessons promote personal responsibility. Moral issues are considered through stories from a range of cultures. Pupils are very aware of the need to conserve the environment, which is much encouraged through the school's Eco-council. They know that it is the responsibility of all of us to do this.
26. Pupils' social development is very good. The school promotes the notion that all should be included in the life of the school. It does this throughout every aspect of school life, including the induction of new arrivals. Pupils are encouraged to show consideration towards others and to work cooperatively in pairs and groups. Most pupils show respect for the feelings expressed by others, and the contribution of their peers in class discussions. They are encouraged to take on responsibilities within the class and the school as a whole. Pupils demonstrate a high level of initiative and personal responsibility. Their views are listened to and taken into consideration, both at a personal level and through their representatives on the school council. Pupils develop their social skills through participation in extra-curricular activities. There are opportunities for them to socialise, as they visit other places, meet with visitors to the school and participate in social and fund-raising activities, performances and community projects. The residential visit provides opportunities for pupils to socialise with one another, in different circumstances. Work with local schools, and parish activities, help pupils to socialise more widely.

27. Provision for pupils' cultural development is good. The school promotes different languages through a French Club and, in some classes, through response to the register in simple words and phrases in French. Pupils learn about the major world religions and festivals from other cultures, such as Divali. There are many opportunities in history and music to learn about our British heritage and other cultures. Opportunities are provided in art to study other cultures, through the work of a number of great artists, art forms and Mehndi patterns. Visits by poets and authors during Book Week, visiting theatre groups, musicians and artists enable pupils to develop a deeper understanding of their cultural heritage and, to a lesser extent, that of others. Multi-cultural events organised with the local group of schools, and visitors from other countries, help to develop pupils' understanding and appreciation of cultural diversity and traditions. The school is conscious of the need to ensure that multicultural opportunities reflect the school population and the wider community and adequately prepare pupils for life in multi-ethnic Britain, and plans to develop this further.

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

28. Procedures for child protection are well established and very effective. The head teacher is the designated person responsible for child protection and receives regular updated training together with a designated governor. The staff are also fully aware of the local authority procedures to be followed and all information is shared. The school has well developed relationships with outside agencies including social services. There are very effective procedures in place to check on the health, safety and well being of all those in school, including effective policies on use of the internet and race equality.
29. There is very close monitoring of personal development which starts from the moment the child enters school. Comprehensive records are kept and these are updated regularly. The whole staff know the pupils well and understand when and where support and guidance are required. The school is very sensitive to the needs of those families involved with the work of the armed forces, particularly in times of stress. The teaching assistants play an important part in this monitoring process. Throughout the school day, academic and personal achievements are recognised, in lessons and around the school, through praise and encouragement. In addition to special assemblies and presentation assemblies, where both academic and personal achievement are recognised, there are trophies which reward an aspect of personal development, and for kindness and caring.
30. Procedures for improving attendance are good. Parents understand that the school must be advised of any unexpected absence early on the first day. Most pupils are punctual and latecomers are recorded. The school has recently introduced an earlier registration time for the morning session in order to make more effective use of the school day. Pupils continue to be punctual and this contributes greatly to the teaching and learning process. Attendance is subject to very rigorous monitoring. There are some difficulties with holidays taken in term time by those who have little choice because of employment in the armed services. The nature of a village school means that the rapid spread of infection has an effect on the number of absences because of illness. However, because of the school's efforts in reassuring parents that their children are well cared for in school, should health problems occur, attendance has risen over the last academic year.

31. There are very good procedures to support and promote appropriate standards of behaviour. The behaviour policy works well. Pupils are aware of the sanctions if behaviour is not good. Behaviour is monitored at all times and incidents are recorded when necessary. The school is very successful at eliminating oppressive behaviour. The accepted practice is one of prevention through positive means such as giving regular praise for good behaviour. Pupils are taught and encouraged to behave well in order to sustain an orderly community. There are opportunities for pupils to examine mutual respect and the way to establish good relationships. This high standard of awareness means that pupils are able to remind each other of what is required.
32. The early identification of pupils' special educational needs is excellent. Pupils' needs are identified extremely quickly, usually before the pupil arrives in school. Parents, governors, the local education authority and other external agencies are effectively involved in this process. The extent to which the school assesses and monitors the progress of pupils with special educational needs is very well graded to match the degree of need. The school is currently reviewing the way it moderates the assessment of pupils' need, in order to further develop the accuracy with which needs are identified. This is a very good example of the way the school evaluates its performance and responds to such evaluation with plans for improvement. Individual education plans are well structured in line with local guidance. The plans are reviewed effectively and contain specific, measurable and relevant targets. These targets are translated into language which the pupils can understand and are written on the standard target cards used by all pupils, and reviewed every half term. This very good process ensures pupils are involved in reviewing their own progress. External agencies, such as educational psychologists, and a broad spectrum of support from the local education authority, are used effectively when appropriate.

### **Assessment**

33. Procedures for assessing pupils' attainment and progress are very good. Assessment is supported by a clear and concise assessment, recording and reporting policy and a policy for marking. Procedures are clearly defined in all policy documents. Assessment is an integral part of the planning, teaching and review cycle. There is a planned annual programme of assessment and monitoring tasks which are detailed in the assessment policy. Children are assessed against the early learning goals on entry to the Reception class and, during the year, their progress is tracked and recorded. The results of national tests and formal school tests are added to these records each year and an academic profile is built up for each child. This forms the basis for reporting to parents, the governing body and the child's next teacher. Pupils' progress is regularly assessed in spelling, writing and mathematics, and against specific objectives in other subjects. Assessment leads to the setting of curriculum and group targets. Pupils are increasingly being given opportunities to assess their own work, and the work of others, thereby developing a good knowledge of their own learning.
34. The use of assessment information to guide curricular planning is very good. The school analyses children's test scores in the Reception class and national test scores in English, mathematics and science in Years 2 and 6. It also analyses the results of formal school tests in Years 3, 4 and 5, in English and mathematics, in order to highlight strengths and weaknesses in pupils' attainment. The results of pupils' reading and spelling tests and writing assignments are also analysed. These analyses are used to inform the action plan for the following year, predict future

performance and take effective action. This includes setting suitably challenging work for pupils of different prior attainment in each class and the provision of extra literacy support. Teachers also provide a National Curriculum level for each child, at the end of each year, based on their own assessments of pupils in English, mathematics and science. The evaluation of lessons and pupils' learning enables teachers to highlight areas for consideration in future planning and to identify pupils who are not achieving the projected level, thus enabling remedial action to be taken. Teachers' marking is helpful in acknowledging success and identifying ways in which pupils can improve their performance.

35. The procedures for monitoring and supporting pupils' academic performance are very good. Monitoring of teaching and learning has a specific focus and is carried out by the headteacher and subject leaders. The headteacher also monitors teachers' planning, and subject leaders monitor pupils' work. Teachers participate in regular monitoring sessions together and review the targets that have previously been set. Regular monitoring of teachers' assessment folders by the assessment co-ordinator ensures that assessment procedures are consistent across the school. A database of results of tests and teacher assessments is kept in order to monitor pupils' progress throughout the school and identify strengths and weaknesses of specific groups of pupils. Recent analysis of pupils' progress identified that there are no significant differences in the attainment and progress of boys and girls. It also highlighted the very good progress made by pupils through additional literacy support. The system enables teachers to identify whether pupils are making the progress expected, particularly in reading, writing and mathematics and consider what action needs to be taken in order to raise standards.

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

36. The survey of parents' views before the inspection, the letters received, the views of the pre-inspection meeting, and discussions during the inspection show that parents are largely very satisfied with the school's provision. Concerns were, however, expressed about standards and progress in Class 1. These concerns have now been resolved. During the inspection, standards were observed to be above national expectation and progress was at least good and sometimes very good. Parents are very positive about the school in every way and feel that there are significant improvements particularly in standards, over the previous village schools. They like the positive effect of the church affiliation on the ethos of the school and the high standard of behaviour on school visits. Parents are generally very full with their praise of everything the school does to make their children's lives happy and interesting. They are appreciative of the way the school ensures parents feel highly valued, and encouraged to become part of the school community. The inspection findings are in agreement with the very positive views of the parents.
37. The school has already made very good links with parents by including them in everything that the school does. Parents receive very good quality information. The prospectus is full and informative and the regular, illustrated newsletters, information on curriculum, and various letters home are very good communication channels which the parents value. The annual pupil reports on progress are detailed and informative and meet requirements. Parents are then invited into school for further discussion with the class teacher. Home school agreements are signed by most parents to show their commitment to the school. Parents are welcomed into school to discuss any concerns which may arise.

38. Most parents support their children's learning very well with homework, hearing their children read and recording work done at home. Additionally, there are very good opportunities for parents to become involved with the work of the school. Some parents help in school on a regular basis with reading, baking, art and craft, needlework, games, school visits and the many clubs. They both assist with, and attend, assemblies and other school functions to which they are invited. A member of the local community also visits to teach French. The school works hard to include all available skills and talents. Many parents and children have been involved with the landscaping of the garden and the 'Bring a Plant' days have been most successful. This work has made a great contribution to the improvement of the school site. Parents support their children's enthusiasm for the gardening club, which is supervised by the school caretaker, who also takes an active part in the planning alongside the headteacher. The impact of parent involvement is to enhance the work in the classroom and the school generally. However, not all parents want to become involved with the work of the school despite the school's best efforts.
39. The Friends of the School is a very effective association with imaginative fundraising methods. The association has contributed to the bandstand in the playground, amongst other worthwhile causes. This group of parents is anxious to enhance the quality of the children's lives in school. The school greatly appreciates the work of the volunteer parents and the impact they make on the work of the school. The school arranged a sponsored sleep-over in the school hall which raised a substantial amount from appreciative parents towards sending a boy in the under 9s football team to play in Europe.
40. The early involvement of parents in work with pupils who have special educational needs is excellent. This ensures parents are involved appropriately. The school contacts parents as soon as it has the smallest indication that a pupil may need to be added to the special educational needs register. The school is sensitive to parents' views and seeks very effectively to involve them in the process. This excellent approach ensures that the school responds to the individual pupil's specific needs very well.

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

41. The leadership of the headteacher, senior teacher, and subject leaders is very good. The headteacher has established a positive climate for learning within which both pupils and staff flourish and achieve success. She has gained the support of staff, governors and parents in putting the necessary strategies into place. The school's mission statement, 'Working Towards Excellence Together' lies at the heart of every decision. There are very effective systems for enabling teachers to develop their skills and for assessing where pupils need to improve in order to raise standards. The school's aims and values are fully reflected in the work of the school and all staff work together to achieve high standards and help pupils to succeed. The headteacher and staff have a very clear vision for the future development of the school. They have the full support and commitment of the governors in pursuing this vision. The delegation to staff with management responsibilities is very good and all staff contribute very effectively to school improvement.
42. The management of the headteacher is very good. Together with the assessment co-ordinator, she monitors and evaluates the school's performance and takes effective action. Subject leaders monitor and evaluate their own subject areas very

well, particularly in English and mathematics, which reflect the school's priorities. The skills and expertise applied to these subjects now needs to be focused on other areas of the curriculum, in order to raise standards in these areas to those already achieved in English and mathematics. The monitoring of teaching and learning in the classroom by the headteacher, subject leaders and local authority personnel, as well as informal monitoring by governors, has proved effective in maintaining very high levels of teaching and learning. Teachers' planning is very good and takes into account both prior and future learning.

43. There are very good procedures for reviewing the performance of the headteacher, teachers and teaching assistants. The governing body, with the support of an external advisor, appraises the work of the headteacher and sets performance targets for her. The headteacher appraises the work of individual teachers. Teaching assistants also have an annual review which is conducted by the headteacher. This has raised the profile of their work and extended their opportunities for training. They have developed their expertise in providing additional support in literacy and numeracy, and provide very good support to pupils with special educational needs.
44. The governing body fulfils its responsibilities very well. The governors work very hard in support of pupils' learning. The chair of governors, in particular, gives unstintingly of his time in support for the school and has led the governors in the establishment of very effective systems to check the quality of teaching and learning, standards, the impact of their decisions and the quality of education provided. The governors have a very good understanding of the strengths and weaknesses of the school and the areas for development. They take a very active role in shaping the direction of the school and in the formulation of the school improvement and development plan. The headteacher works closely with the governing body and provides regular detailed reports for governing body meetings on standards, curriculum development, monitoring of pupil performance, trends over time and financial matters. Governors have individual responsibility for monitoring a National Curriculum subject or aspect and liaising with a particular subject leader. A number of governors give very generously of their time in support of the school and regularly undertake training on new initiatives.
45. The school's priorities for development are very appropriate and the action taken to meet the school's targets is very good. The three-year school improvement and development plan identifies areas for development with regard to the role of the governors, staff, curriculum, buildings and resources. The format of the plan includes timescales and cost implications and is reviewed on a regular basis. It does not, however, include a synopsis of key priorities. There is a shared commitment to improvement and the capacity to improve is very good.
46. Together with the governors, the headteacher manages the budget, including special grants, very efficiently. The current underspend has been accumulated in order to finance a substantial new building programme, for which there are clear plans for the present financial year. The budget is driven by the priorities in the school improvement and development plan. The governors monitor expenditure and the school Secretary / Finance Officer provides them with regular updates. The school office is run very efficiently and the Secretary / Finance Officer provides a warm welcome to parents and visitors to the school. Very good use is made of information

and communication technology in budgeting, curriculum planning and assessment and monitoring. Governors follow recommended procedures to obtain value for money. Their understanding and application of the principles of best value are excellent.

47. The school is generously staffed by teachers and teaching assistants, with a wealth of experience and expertise. Teaching assistants are well trained and make a very significant contribution to pupils' learning, particularly in literacy and numeracy. Induction procedures for staff, and arrangements to support newly qualified teachers, are very good. The premises officer and her staff keep the premises in very good condition and contribute to the caring and supportive climate for learning.
48. The school is accommodated in new buildings which provide a very good learning environment and allow pupils full access to the National Curriculum. The outside area is spacious and well-organised. Parents and pupils play an active part in enhancing the school grounds. Internal accommodation is good, except for the library, which is too small to accommodate a whole class for the teaching of library skills and inhibits pupils' direct access to opportunities to develop their research skills.
49. Overall, the quality, range and accessibility of learning resources are good, with some very good features, such as equipment for music and playground equipment. An area identified for improvement is the quality of fiction book resources and the range of book resources, as a whole. The current accommodation of the library does not encourage pupils to see this as the support for their learning which it could be. There is an adequate number of computers to enable the school to meet the requirements of the National Curriculum, but the school recognises that their quality and current siting inhibits their full use. There are clear plans to address this issue.
50. Management of special educational needs is very good. The policy for special educational needs was written by the headteacher in consultation with the governing body. Guidance from the local education authority was sought and training provided. The school special educational needs policy is thorough, detailed and provides a very clear statement of principles and processes to be followed. Development planning for special educational needs is related tightly to the needs of individual pupils.
51. The special educational needs co-ordinator is the headteacher. She carries out her responsibilities very thoroughly and ensures that all changes to a pupil's requirements are conveyed to all teaching and non-teaching staff that need to know. The special educational needs co-ordinator is very effective at influencing curriculum planning and aspects of teaching which need to respond to the individual needs of these pupils. The governing body are kept very well informed, as, every term the headteacher provides them with a detailed written report. The special educational needs governor performs her role very well indeed. Every half term she visits the school to talk with the special educational needs co-ordinator about the situation of each pupil on the register. This governor has a specific background in special educational needs, and as a consequence is very well informed on the subject. She visits pupils in class and provides detailed reports to the rest of the governing body. As a consequence she is very clear on the current state of need of all the pupils on the school's register, and monitors their progress very effectively. She, and the governing body who she regularly briefs, are very clear on the implications of the latest code of practice.

52. Gifted and talented pupils are identified effectively by the school using the analysis of data; teacher assessment and taking account of parental comment. The school uses a very broad definition of what constitutes gifted and talented which ensures that a very good range of pupils are brought within the definition. Academic gifts are supported particularly in English, mathematics and science and talents are developed in the creative subjects and the many environmental projects which the school is involved in. Pupils gifted academically may be moved up a class, with parental consent, pupils with artistic talents maybe involved with additional input into the school's corridor display. Support from a music charity provided opportunities to sing on local radio for a girl with talents in singing, while a member of the England Under nine football team was supported to take part in an international tour.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

53. In order to improve the quality of provision and the standards attained by pupils, the governors, headteacher and staff should address the following:

1. Standards in other subjects need to be raised to the high levels the school has already achieved in English and mathematics, by
  - a. instituting a prioritised rolling programme of development for other subjects, initially focusing on science and information and communication technology, and
  - b. applying the very good practice in subject leadership, monitoring and in-service training, established since the school opened, and initially developed for English and mathematics.

(Paragraph numbers: 98; 109; 116; 124, and 150)

2. Pupils' use of the library needs to be developed, and book resources brought up to the same high level of many other resources in the school, by
  - a. identifying the skills associated with library use that pupils should develop;
  - b. planning a programme of teaching to ensure all pupils progressively develop library skills in their time at the school;
  - c. improving the quality of fiction book resources and extending the range of all book resources, and
  - d. improving the accommodation provision for the library, for which the school has clear plans.

(Paragraph numbers: 10; 48; 49; 71; 83; 93, and 104)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	19	3	0	0	0	0
Percentage	15	73	12	0	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	112
Number of full-time pupils known to be eligible for free school meals	N/A	7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	13

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	18
Pupils who left the school other than at the usual time of leaving	18

### Attendance

#### Authorised absence

	%
School data	5.4
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	8	9	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	15	15	17
Percentage of pupils at NC level 2 or above	School	88 (94)	88 (94)	100 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	15	15	17
Percentage of pupils at NC level 2 or above	School	88 (94)	100 (100)	100 (94)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	10	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	10	10	10
	Total	19	18	19
Percentage of pupils at NC level 4 or above	School	100 (88)	95 (63)	100 (75)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	16	15
Percentage of pupils at NC level 4 or above	School	68 (71)	84 (63)	79 (63)
	National	73 (72)	74 (74)	82 (82)

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

\*The numbers for boys and girls are omitted because there are fewer than ten pupils or less in Years 2 and 6. This is to ensure that individual pupils cannot be identified.

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

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	5.6
Number of pupils per qualified teacher	28
Average class size	28

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

Total number of education support staff	5
Total aggregate hours worked per week	86

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

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

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2.4
Number of teachers appointed to the school during the last two years	2.4

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.*

### **Financial information**

Financial year	2002/2003
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	£
Total income	354,152
Total expenditure	291,836
Expenditure per pupil	2,583
Balance brought forward from previous year	27,236
Balance carried forward to next year	89,552

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	112
Number of questionnaires returned	68

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	31	4	3	0
My child is making good progress in school.	56	37	4	3	0
Behaviour in the school is good.	56	40	0	0	4
My child gets the right amount of work to do at home.	37	47	4	4	7
The teaching is good.	65	22	3	1	9
I am kept well informed about how my child is getting on.	40	46	10	3	1
I would feel comfortable about approaching the school with questions or a problem.	74	24	1	1	0
The school expects my child to work hard and achieve his or her best.	68	25	1	1	4
The school works closely with parents.	41	46	6	4	3
The school is well led and managed.	59	31	4	1	4
The school is helping my child become mature and responsible.	62	32	1	0	4
The school provides an interesting range of activities outside lessons.	71	26	3	0	0

## **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**

54. Children enter the Reception class in the September before they are five. At the time of the inspection there were 19 pupils in Reception. There are well-structured arrangements, including pre-visits to the school, to ensure a smooth transition. Most children have had some pre-school experience in a nursery or a play group and standards on entry match those expected for children of this age. Children make a good start to their education in a rich and stimulating learning environment. They make very good progress and achieve well in all six areas of learning. Standards on entry to the Reception are average for pupils of this age. Standards at the end of the Reception year have risen to above the average in all areas of learning. Nearly all children reach the expected standards for their age group and over one-third of the children exceed these standards. The quality and range of learning opportunities are good. An enriched curriculum is in place, based on the early learning goals expected nationally. Formal assessment takes place on entry to the Reception class and towards the end of the year. Very good records are kept of children's academic and personal progress and are used to inform the planning of future work. Children are set targets, based on their attainment and these are reviewed termly. The provision for pupils with special educational needs is very good. The classroom and the outdoor area are very well resourced and the staffing level is good.
55. The quality of teaching is good and leads to good learning. Strengths of teaching are teachers' knowledge and understanding, the teaching of phonics and other basic skills, the use of time, support staff and resources and the quality and use of ongoing assessment. Teachers provide work to suit the learning needs of all children. All adults have high expectations and children show a high level of interest, concentration and creative effort. The co-ordinator demonstrates very good leadership and management. She has a very clear vision for the further development of the curriculum to include increased opportunities for role play and greater challenge for all pupils.

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

56. Emphasis is placed on personal, social and emotional development in all areas of the curriculum and is closely linked to religious education. Children settle quickly into the routines of the Reception class, as they participate in carefully planned, well-focused activities. Their knowledge of the school and their social development is enhanced through walks around the school, and by meeting visitors, such as the school nurse.
57. Children are encouraged to be independent users of the classroom and the outdoor environment. Those who experience difficulties are carefully monitored and given very good support by teachers and the teaching assistant, who work as a team. They are encouraged to listen to what others have to say and take part in small group discussions and activities. They play together happily and share resources well. Most children understand the difference between right and wrong and the effect of their words and actions on others. They gradually accept the need for class rules and a common code of behaviour. Teachers use 'circle time' well to develop children's understanding of sharing and the need to take turns in speaking.



## **Communication, language and literacy**

58. The National Literacy Strategy is well established and has a positive effect on children's learning. There are well planned formal and informal opportunities to develop language skills in every area of the curriculum. Children's very good behaviour and relationships contribute to their good progress. The early emphasis on phonics and word building skills is having a positive effect on children's language development. Most children recognise and know letter sounds and names and are developing the ability to hear and say initial and final sounds, and sounds within words, using their knowledge to write their names and simple sentences. Early reading and writing skills are introduced and consolidated through direct teaching and practical activities.
59. Most children listen carefully during teacher led discussions and respond clearly. They extend their vocabulary and use a widening range of words to express their ideas. Children are developing their reading skills well. Higher attaining pupils read confidently and use their knowledge of phonics to build words. They like to predict what might happen next. Lower attaining pupils recognise a few words and use these when reading. Average attaining pupils read a range of familiar words and begin to show some understanding of the elements of stories. Adults hear children read frequently and most children benefit from being given support in their reading at home. They enjoy listening to stories, sharing books with adults and joining in with familiar refrains. Children develop good letter formation and have many opportunities to apply their writing skills, for example, when they write postcards and letters. After reading the story of 'The Rainbow Fish', higher attaining pupils were able to sequence events using a story board; average attaining pupils did so with some help and lower attaining pupils wrote simple sentences with support. Pupils with special educational needs are well supported to make good progress.

## **Mathematical development**

60. The National Numeracy Strategy is used effectively and children show interest in numbers and counting. Most children recognise numerals to ten and count to ten accurately. Higher attaining children count to 20 and beyond. They enjoy joining in number rhymes and songs, such as 'Five Little Speckled Frogs' and 'Alice the camel has ten humps' and confidently carry out the subtraction involved. They compare two groups of objects saying whether they have the same number, and use words such as 'big' and 'little', 'more than' and 'less than'. Most children observe and use words that describe where things are, and showed an awareness of similarities and differences in shapes. They correctly fill in missing numbers in a sequence and answer number problems using mental strategies.
61. Children learn to relate addition to 'counting on' and successfully complete simple number sentences. They are able to find 'one more' or 'one less' than a number. Children's understanding of capacity and weight is developed through their experience with sand and water, using words such as 'heavier' and 'lighter'. Work is well matched to children's prior learning and they are encouraged to explain what they have learnt. During the inspection, children measured sand and water in plastic containers, identifying whether they were half full or half empty. Higher attaining children used non-standard measures, i.e. paper clips to measure and compare the lengths of paper snakes. Lower attaining children weighed toys and put them in weight order, using plastic bears to compare them with. Pupils with special educational needs are well supported to make good progress.

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

62. Children become familiar with the school environment as they explore the grounds at different seasons. They use their senses to investigate plants and creatures in the natural world and describe what they see and hear. A range of activities increase the use of their senses, for example, their sense of touch is developed, as they select objects in the sand and water and explain what they feel like. Their understanding of forces begins to develop, as they examine how objects move by pushing or pulling. They develop their design and making skills as they design and make seed packets and a collage of a jungle using paint, sponges and leaf rubbings. Their knowledge of the recent past develops as they compare houses and toys from the past with those of today.
63. Information and communication technology is used to assist the development of reading, phonics, number, sorting, matching and sequencing. Children are able to switch on the computer, load a program and control the mouse to draw patterns and write their names and simple sentences. They are taught to use the tape recorder independently. They know that switches control a wide range of machines, such as CD players and video recorders. Pupils with special educational needs are well supported to make good progress in line with their peers.

## **Physical development**

64. Children manage their own clothing before and after physical activity, which takes place in the hall or outside. They respond well to rhythm, music and stories by means of movement and gestures and are able to start and stop on request. They increasingly move with confidence, imagination, control and co-ordination. All children show respect for the personal space of others in the hall and outside. They use a range of small equipment to practice their throwing and catching skills and progressively develop their skills in using a range of small and large equipment. Gradually, they learn to travel around, under, over and through balancing and climbing equipment. They climb on to apparatus, balance and jump off safely and use large apparatus to perfect the skills taught. Children learn about the importance of exercise and recognise changes that happen to their bodies, when they are active.
65. Physical skills in the classroom are taught well. With support, children engage in activities requiring hand/eye co-ordination and use tools and equipment safely. They manipulate scissors to make a jungle collage. Children demonstrate increasing skill and control in handling tools, objects and malleable materials safely. In the secure external area, they use climbing equipment and wheeled vehicles safely.

## **Creative development**

66. Children's creativity is developed within stimulating learning areas which are well organised and resourced. Very good displays focus on the topics that children are exploring and their own work. Children explored colour, texture, shape, space and form in two dimensions, as they used different textured materials to produce seaside pictures and wind chimes, by threading shells on to string. Their skill in cutting different types of paper and joining card, paper and boxes is developing well. They work well together in groups, negotiating plans and ideas and selecting resources. As adults work alongside children, they encourage them to talk about their work, thereby developing appropriate vocabulary.

67. Children join in favourite songs and circle games with enthusiasm. They explore loud and quiet sounds with their voices, hands and instruments, learning how sounds can be changed. They know the names of a number of percussion instruments and enjoy using them to provide rhythmic accompaniment to the singing of familiar songs. They listen to music from other cultures, recognise specific tunes and rhythmic patterns and explore long and short sounds. Sound use is made of role play and small world environments to develop children's imaginative skills. Pupils with special educational needs are well supported to make good progress.

## ENGLISH

68. Overall, the quality of provision in English is very good.

### Strengths

- Standards are well above national expectation by the end of Year 6, and pupils make very good progress in their time at the school
- Teaching is very good
- Subject leadership is very good
- Pupil behaviour is very good
- Support for pupils with special educational needs is very good
- Literacy is very well supported in other subjects

### Areas for improvement

- The book resources need to be improved, and the use of the library needs to be further developed

69. By the end of Year 2 in 2002 in national tests, standards in reading and writing were above the national average. In comparison to similar schools on the basis of free school meals, standards in writing were in line with the average and reading was below the average. The performance by boys in all three subjects has been somewhat better than girls in both years. However, the size of year groups is very small, and there is very high pupil mobility at the school. No significant difference in performance of boys and girls was observed during the inspection.
70. By the end of Year 6 in 2002, standards in English were well above the national average. In comparison to similar schools on the basis of free school meals, standards in English were above the average. When compared to similar schools on the basis of pupils' prior attainment, standards in English were well above the average. There is no significant difference between the relative performance of boys and girls. Higher attainers appear to be doing relatively less well in these tests. However, there was no evidence to support this in the work and lessons seen during the inspection. The school has only been open long enough to participate in national tests for two years. As a consequence, it is difficult to identify trends over time. Pupils' performance in 2002 at the end of Year 2 and Year 6 was better than in 2001, and the degree of improvement was faster than the national trend.
71. By the end of Year 2, standards in reading are above national expectation. Higher attaining pupils are well above national expectation and are able to read independently, establishing meaning through appropriate strategies. They are beginning to respond to both fiction and non-fiction books by showing understanding of the main points and expressing preferences. Middle attaining pupils express opinions about poems and stories and non-fiction by identifying their favourite aspects. Their reading of simple passages demonstrates understanding and is

usually accurate. They are able to work out unfamiliar words using such methods as phonics, graphics, syntax or context. Lower attaining pupils demonstrate understanding in their reading which is usually accurate, however, they are far less competent in working out unfamiliar words. Pupils enjoy reading and many of them have books at home, and, in addition, readily access books from the classroom. They do not often use the school library.

72. By the end of Year 6, standards in reading are well above national expectation. Higher attaining pupils are able to respond to texts, justifying their views by referring to the language and structure of the writing. They are able to identify layers of meaning and comment on their implication and effect. They show understanding by selecting key points and using inference and deduction. They can select phrases and sentences when justifying their views. Middle attaining pupils are able to carry out the same tasks somewhat less competently, particularly regarding the comprehension of texts. Lower attaining pupils can select key points from various texts and make reference to the text when justifying their views. They can find and make use of ideas and information. Pupils have a real sense of enjoyment in reading and talk enthusiastically about their favourite authors and favourite books. Most have many books at home, and make good use of the class libraries.
73. By the end of Year 2, standards in writing are above national expectation. Higher attaining pupils are able to write in such a way that their handwriting is accurate in form and consistent in size. Monosyllabic words are usually spelled correctly, or the spelling makes sense according to the sound of the word. Punctuation is particularly well-developed. Narrative and non-narrative writing conveys meaning with apt and interesting vocabulary and these pupils demonstrate an awareness of their readers. Middle attaining pupils are able to spell monosyllabic words generally correctly and their handwriting is accurate and consistent. Punctuation is beginning to develop, with occasional use of capitals and full stops. Lower attaining pupils are starting to show an understanding of the use of full stops and their writing communicates meaning through simple words and phrases.
74. By the end of Year 6 standards in writing are well above national expectation. Higher attaining pupils have handwriting which is fluent, even and legible. Their spelling is normally correct, even in words of complex regular patterns. Mostly they use commas and apostrophes accurately, and words are chosen imaginatively. Middle attaining pupils are beginning to write in a range of forms thoughtfully and can sustain their ideas interestingly and organise them in such a way so as to engage the reader. Spelling and punctuation are usually accurate and handwriting is fluent, joined-up and legible. Lower attaining pupils are beginning to be able to delineate sentences by the use of punctuation. Handwriting is legibly formed and joined, although often untidy. Spelling of common words is usually accurate and their writing is often structured, imaginative and clear.
75. By the end of Year 2, standards in speaking and listening are above national expectation. Higher attaining pupils were able to listen carefully and to respond appropriately. They could identify the main points of the discussion and demonstrated understanding. These pupils were starting to be aware of more formal vocabulary and their standards were well above national expectation. Middle attaining pupils were starting to reveal confidence in talking and listening and spoke clearly, and their standards were above national expectation. Lower attaining pupils were starting to use more detail in their speech and listened carefully, and their standards were in line with national expectation.

76. By the end of Year 6, standards in speaking and listening are well above national expectation. Higher attaining pupils were beginning to be sensitive to others, talking with assurance and expression, and taking account of other's views. They were beginning to be able to justify their views by reference to language and used inference and deduction very competently. Middle attaining pupils were slightly less assured, but none the less able to carry out these tasks as well. Lower attaining pupils were able to justify their views by referring to text.
77. Standards in literacy are good by the end of Year 2 and very good by the end of Year 6. Skills in literacy are very well supported throughout the school in other subjects of the curriculum. Opportunities are incorporated into teachers' planning which ensures there is well-focused attention to particular aspects of literacy. The national strategy has been successfully incorporated into the school's practice.
78. Teaching of English throughout the school is very good and information and communication technology is very well used to support learning in the subject. In a very good Year 2 lesson on verbs and pronouns, pupils were settled very well at the outset, and the learning objectives, identifying what pupils were expected to learn, were shared with them very effectively. As a consequence pupils were very clear what they had to do and why they were doing the tasks. The pupil with a statement of special educational needs was extremely well supported by the highly focused work of the learning support assistant. Relationships between this support assistant and the pupil were extremely good and the pupil was effectively challenged to make very good progress in line with his peers. The learning objectives on the pupil's individual education plan were very effectively addressed.
79. In the same lesson, questioning was fast and extensive and built sequentially on the pupils' responses. As a result learning was promoted very well and pupils' understanding was deepened. All pupils regardless of age, ethnicity; special educational need, prior attainment or gender were very well supported and made very good progress. Pupils were very attentive and contributed very willingly to class discussion, they persevered very well for their ages and took part in choral reading with enthusiasm. Pupils are very keen to do well and are highly motivated. The learning objective drove the lesson very effectively and the teacher's very good use of positive feedback encouraged pupils to maintain their enthusiasm. The lesson was very well structured and insured that the pupils maintained their interest. The plenary, or summary of the lesson, allowed pupils a very good opportunity to review their learning.
80. In an excellent Year 4 lesson about developing characters in the writing of an imaginative story, the teacher used her voice extremely well to engage the pupils' interest from the outset. The learning objectives were shared with the pupils in an exceptionally thorough way, with a thoughtful discussion of the criteria the teacher would use to assess the pupils' progress. This enabled the pupils to understand extremely clearly the purpose of the lesson, and how they might begin to evaluate their own progress in it. The work was set in a context which helped pupils to make links with earlier work in science on plants, and thus ensured they would see English as useful. The teacher's own enthusiasm for the subject was plain to see and helped motivate the pupils still further.
81. In a very good Year 6 lesson on personification, metaphor and simile, the introduction was very well paced and engaged pupils. An excellent range of teaching strategies were extremely well matched to the learning objectives of the

lesson. Guided imagination was used as the teacher read a poem, having asked the pupils to close their eyes and imagine the scene. Building effectively on the work of the previous lesson, the teacher added to this task by asking for pupils to listen for examples of onomatopoeia. This strategy was very effective at helping pupils to understand the rich and complex poem. As a consequence pupils made very good progress. Pupils were very keen, very highly motivated and enthusiastic, and most were very keen to offer answers. Very good positive feedback helped raise pupils' self-esteem. The lesson was excellently structured into small packages of purposeful activity which maintained high levels of interest. Pupils behaved very well, moving rapidly when brought around the front and they did this extremely sensibly. All pupils, regardless of age; prior attainment or gender were very effectively supported either by the learning support assistant or the teacher. Informal assessment by the teacher was used to identify pupils requiring additional help and this was very effective at ensuring these pupils made very good progress. Gifted and talented pupils are very well supported when teachers provide them with extension work.

82. The English curriculum is effectively enriched when pupils are given the opportunity to write a book collaboratively. Book Weeks are arranged throughout the year to raise the profile of the love of books. Pupils, particularly in Years 5 and 6, are provided with a wide range of work set in very varied contexts. For example they write from different points of view and describe the care of pets. Termly targets are set for individual pupils which are precise and very effective in helping to raise standards. Homework is well organised and an extensive workbook helps to ensure this is used regularly. Marking is frequent, and is both detailed and helpful in ensuring pupils understand how well they have achieved and what they can do to improve further.
83. The subject is very well led and managed. The subject leader has taken part in training which has ensured that she is very well prepared to support her colleagues in introducing the national strategy. This has been carried out very effectively, and the school's major focus on this area of the curriculum has meant that the subject leader has had very good access to staff development time. The subject leader has had very good opportunity to monitor the work of staff and pupils, and this has led to a clear understanding of the development priorities for English. The subject leader has built up a substantial file of guidance for colleagues which is extremely thorough and helpful. Resources for the subject are generally very good. However, book resources are variable and the accommodation for the school library inhibits its effective use. The quality of fiction books needs to be improved, and the quantity of both fiction and non-fiction books needs to be increased. Pupils' use of the library needs to be substantially developed.

## **MATHEMATICS**

84. Overall, the quality of provision in mathematics is very good.

### **Strengths**

- Subject leadership is very good
- Teaching is very good and a broad range of teaching strategies is used
- Support for pupils with special educational needs, and the gifted and talented, is very good
- Pupil behaviour is very good
- Information and communication technology makes a very good contribution to mathematics lessons and numeracy has been well integrated into other subjects

### **Areas for improvement**

- Pupils could be given greater opportunity in some lessons to review their learning for themselves
  - The use of the library to support learning in mathematics needs to be further developed
85. By the end of Year 2 in 2002 in national tests, standards in mathematics were well above the national average. In comparison to similar schools on the basis of free school meals, standards in mathematics were above the average. The performance by boys has been somewhat better than girls in both years. However, the size of year groups is very small, and there is very high pupil mobility at the school. During the inspection, there was no evidence that boys and girls performed differently relative to each other.
86. By the end of Year 6 in 2002, in national tests, standards in mathematics were well above the national average. In comparison to similar schools on the basis of free school meals, standards in mathematics were above the average. When compared to similar schools on the basis of pupils' prior attainment, standards in mathematics were well above the average. There is no significant difference between the relative performance of boys and girls. Higher attainers appeared to be doing relatively less well in these tests, however, this was not substantiated in inspection evidence. Pupils' performance in 2002 at the end of Year 2 and Year 6, was better than in 2001, and the degree of improvement was faster than the national trend.
87. By the end of Year 2, pupils' standards in mathematics, as observed during the inspection, were generally above national expectation. Higher attaining pupils are working well above national expectation. They are able to choose the appropriate method to use for problems involving addition and subtraction, and can solve problems involving money using mental calculation. They can work out whole number problems involving multiplication or division, including those with remainders. Middle attaining pupils are working above national expectation and are able to solve problems involving mental calculation and can use simple fractions that are several parts of a whole, recognising when two simple fractions have the same value. Lower attaining pupils are able to count, sequence, add and subtract numbers when solving problems with up to 10 objects. They can read and write numbers and are beginning to be able to recognise number sequences such as odd and even. These pupils are working below national expectation.
88. By the end of Year 6, pupils' standards are well above national expectation. Higher attaining pupils can make sensible estimates of a range of measures found in everyday life. They can select measuring instruments and use a range of units with confidence. These pupils are able to check their results and make sure they are reasonable and they demonstrate understanding, for example when interpreting a line graph of the height reached by a balloon. These pupils are able to carry out calculations to two places of decimals. Middle attaining pupils can work out the perimeters of simple shapes and by counting squares can calculate areas. They show an understanding of approximate proportions by using fractions and percentages to describe them, they can add and subtract negative numbers. Lower attaining pupils are able to carry out similar tasks but with less confidence and requiring more support.
89. In a very good Year 4 lesson, most pupils were able to use simple fractions that were several parts of a whole, recognising when two simple fractions have the same value. These pupils were working above national expectation. In a very good Year 6 lesson on choosing appropriate operations for solving problems, higher attaining pupils were

able to use appropriate methods of problem-solving by multiplying and dividing three digits by two-digit numbers without a calculator and could check their results by applying inverse operations. Middle attaining pupils were also able to tackle these problems, but with slightly less confidence. Lower attaining pupils understood place value and could multiply and divide whole numbers by 10, 100, and 1000. Overall, standards were well above national expectation.

90. Teaching overall in mathematics is consistently very good. In a very good Year 4 lesson, a speedy and pacy introduction engaged the pupils very well from the outset. Partly because of the motivating work, and also the engaging approach of the teacher, pupils behaved very well, working very quickly and demonstrating high levels of enthusiasm to get the right answer. They worked very well together and persevered very well at their tasks. The National Numeracy Strategy has been very well incorporated into teaching practice. Activities are kept short and stimulating in order to inject interest and variety, and this helps to maintain a very good pace to pupils' learning. Learning objectives are shared explicitly with pupils and skilful class management encourages all pupils to participate.
91. All pupils, regardless of gender, age, or level of prior attainment are helped to make very good progress. Pupils with special educational need were very well supported by the learning support assistant, and, in addition, the teacher visited the group to set them off at the start of the task and again to monitor progress. Display on the walls was of high quality and supported learning in the current topic. Questions within the display encouraged pupils to think. Resources were used very well in order to support the learning of different pupils. For example, visual aids and artifacts which pupils could handle are commonly provided in lessons. All activities within this very good lesson were excellently matched to the needs of all pupils by slightly different tasks being set for pupils of different prior attainment. Computers were used very well to support learning, with the use of good quality and relevant software. Informal assessment of how well individual pupils were progressing led to the teacher identifying small groups who were provided with additional support. These strategies ensured all pupils made very good progress.
92. In a very good Year 6 lesson on choosing appropriate operations for solving problems, the introduction was fast and purposeful and covered the learning objectives. As a result, pupils were quickly engaged and knew what the purpose of the lesson was. However, pupils could be given greater opportunity in some lessons to review their own learning, as opposed to the teacher recapping the content of previous lessons. Pupils are very keen and very highly motivated and worked extremely well in pairs as they tried to work out their problems. They were clearly enjoying the work very much and got very excited when they finally succeeded at a particularly challenging problem. A very good piece of software was used to extend this work and pupils clearly enjoyed using this. Homework was used well to extend the work. Group targets for the lesson were displayed on each table and clarified the focus for learning for each individual. Pupils maintained their concentration extremely well with exceptional levels of perseverance, there was a 'buzz of activity' that was all about tackling their tasks.
93. The curriculum in mathematics is very good. The national strategy has been very effectively incorporated into teachers' practice. As a consequence, standards in numeracy throughout the school are above that expected nationally. A significant amount of the work is set in meaningful contexts for pupils so that they come to appreciate the value of mathematics to everyday life. The skills of numeracy are very well supported in other subject areas, such as when a Year 4 lesson on art



encouraged pupils to measure lines and draw frameworks accurately. The work for pupils with special educational needs is very well chosen to address their needs, and, as a consequence, the pupils make very good progress in line with their peers. Extension work, or allowing pupils to work with older children, with parents' approval, ensures a very good level of challenge is provided for the gifted and talented pupils. The use of the library to support learning in mathematics needs to be further developed. Pupils rarely visit the library in mathematics lessons, or in other subjects when numeracy skills are being supported. An opportunity for them to develop library skills is therefore missed. Marking of pupils' work is very good. It is carried out frequently and is consistently detailed and provides pupils with an indication of how they can improve their work, as well as providing them with encouraging comments.

94. Leadership and management of the subject are very good. In the short time that it has been open, the school has rightly put its highest emphasis on English and mathematics. The subject leader for mathematics has responded very well to this, supporting her colleagues and very effectively monitoring the progress the subject has made. As a consequence the subject is very well embedded in the school curriculum; information and communication technology is very well used to support learning in the subject; standards have been raised, and the subject is very well resourced.

## **SCIENCE**

95. Overall, the quality of provision in science is good.

### **Strengths**

- Teaching is very good
- Pupil behaviour is very good
- Support for pupils with special educational needs is very good
- Literacy, numeracy and information and communication technology are very well supported
- Subject leadership is good

### **Areas for improvement**

- Raise standards to the same high levels as English and mathematics
- Pupils could be given greater opportunity in some lessons to review their own learning, and design parts of their own experiments
- The use of the library to support learning in science needs to be further developed

96. By the end of Year 6 in 2002, in national tests, standards in science were above the national average. In comparison to similar schools on the basis of free school meals, standards were in line with the average. When compared to similar schools on the basis of pupils' prior attainment, standards were in line with the average. There is no significant difference between the relative performance of boys and girls. Higher attainers appear to be doing relatively less well in these tests, although, this was not in evidence during the inspection. Pupils' performance in 2002 at the end of Year 2 and Year 6, was better than in 2001, and the degree of improvement was faster than the national trend.
97. By the end of Year 2, in lessons and work seen, standards are above national expectation. Higher attaining pupils are able to use simple equipment and make task related observations. These pupils recognise that living things grow and reproduce. Through their knowledge and understanding of materials they can describe various ways of sorting them into groups. They are beginning to make simple

generalisations, for example about light and shadows. Middle attaining pupils are able to carry out similar tasks with slightly less detail and confidence. Lower attaining pupils are able to use simple equipment and make task related observations and can recognise and identify a range of common animals.

98. By the end of Year 6, standards are above national expectation. Higher attaining pupils are able to use simple models to explain effects caused by the Earth's movement, for example the alternation of night and day. These pupils are beginning to demonstrate an increasing understanding of the requirements of living things, for example a healthy diet in humans, and are able to explain the effect of exercise on pulse rate. Middle attaining pupils are beginning to be able to explain the effect of environmental conditions, such as how the availability of water effects organisms. They are able to describe the essential stages in the life cycles of plants. These pupils are working above national expectation. Lower attaining pupils can use scientific terminology for key parts of flowering plants, and are able to use appropriate words to explain the water cycle. These pupils are working in line with national expectation. The apparent lack of progress over time from Year 2 to Year 6 is due to the small sizes of the year groups and the extremely high pupil turnover. There is a need to raise standards to the same high levels as English and mathematics.
99. In a very good Year 1 lesson, all pupils were able to describe and communicate their findings by talking and by using drawings. Higher and middle attaining pupils can make their own suggestions for what to do with assistance. These pupils were working above national expectation, although, overall, the class was working in line with expectation.
100. In a very good Year 2 lesson looking at the parts of plants, higher attaining pupils were able to respond to suggestions expressing their own ideas about finding solutions, they could make observations and use some complicated equipment and what they expected. Middle attaining pupils were able to carry these tasks out as well, although with less assurance. Lower attaining pupils responded to suggestions as to how to find things out and made task related observations. Overall, standards were above national expectation.
101. In a very good Year 6 lesson studying how vibrations from sound travel through a different materials, higher and middle attaining pupils were able to make predictions based on their prior science knowledge, for example that sounds will be louder when heard through more solid materials. Lower attaining pupils were able to make predictions of the outcomes of their experiments. Higher and middle attaining pupils were able to use ideas to suggest changes in the loudness of sound following up the hitting of tuning forks on different materials. Lower attaining pupils were able to describe and begin to explain what they had observed. Overall, standards were above national expectation.
102. Teaching in science is very good. In a very good Year 2 lesson looking at the parts of plants, pupils were settled very quickly and the learning objectives were very effectively shared with them. A very good pace led to the pupils being quickly engaged. Literacy was well supported when the teacher discussed punctuation of the notes being made. Pupils worked very well together, persevering very well at their tasks. They listened very well and contributed willingly to class discussion. Pupils with special educational needs were very well supported by the learning support assistant, and all pupils regardless of gender, ethnicity, special educational need, age or prior attainment were valued and given equal opportunities to involve themselves in the lesson. A microscope linked to a computer was an excellent resource which

contributed very positively to pupils' learning. The teacher's very good subject knowledge contributed to pupils making very good progress. Pupils demonstrated awe and wonder when a huge plant was taken out of its pot to look at the roots. The teacher's own enthusiasm for the subject was passed on to the children. A very broad range of teaching strategies was successfully employed during the lesson.

103. In a very good Year 6 lesson studying how vibrations from sound travel through different materials, the teacher ensured that pupils were given a very good opportunity to review their learning from the previous lesson. The teacher's enthusiasm for the subject was infectious and helped to motivate pupils. Pupils were very keen and demonstrated high levels of enthusiasm, they obtained much satisfaction when they received praise from the teacher. They concentrated very well and followed the teacher's exposition carefully. The teacher's questioning was very well structured in order to lead pupils to a deepening understanding. The teacher's circulation around the room was very good at helping pupils with problems, informal assessment being used very well to identify pupils requiring additional support. The plenary was particularly helpful in leading pupils to a clear understanding of the theory behind their observations.
104. The curriculum in science is good and based on national guidelines. The scheme of work is detailed and provides helpful guidance to staff. Pupils are given a particularly broad range of experiences which ensures that they make very good progress in all aspects of the subject. Assessment is very good and the use of half termly target cards for each individual pupil leads to pupils taking a greater responsibility for their own progress. Marking is good and is often sufficiently detailed to make it clear to pupils how they can improve. Encouraging comments provide pupils with the positive feedback to give them the confidence to work even harder. The use of the library to support learning in science needs to be further developed.
105. Subject leadership is very good. In the short time the school has been open the subject leader has successfully introduced a good scheme of work; carried out an audit of resources and purchased good quality equipment to support the curriculum very well. She has acted as an effective point of reference for her colleagues, and monitored pupil performance and modified the science provision to improve this. Resources are generally very good and sometimes excellent. The microscopes linked to computers are used extremely well to motivate pupils and to reinforce teaching points extremely effectively.

## **ART AND DESIGN**

106. Overall, the quality of provision in art and design is good.

### **Strengths**

- Attainment is above expectations at the end of Year 2 and Year 6 and, for a significant minority of pupils, well above
- Teaching is very good and leads to very good learning
- Literacy and numeracy are very well supported
- Leadership and management of the subject are very good

### **Areas for improvement**

- Standards need to be raised in line with those of English and mathematics

107. Attainment is above expectations at the end of Year 2 and Year 6 and, for a significant minority of pupils, well above. All pupils, including pupils with special educational

needs, achieve very well. The use of visual images helps to overcome any learning difficulties. Pupils' work over time demonstrates very good progress in their development of skills in drawing, painting, collage, sculpture, textiles, print making and digital media.

108. By the end of Year 2, pupils use their sketch books well as a visual resource. During the inspection they demonstrated discernment as they studied prints of Monet's 'Meadows with Poplars' and 'Water Lilies – Evening', and observed his painting techniques, building on their previous experience of his work. They used pictures and photographs to paint an impressionist flower and foliage. Using 'Meadows with Poplars' as a starting point, they used computers to recreate an impressionist picture.
109. Pupils in Year 6, as part of their study of sculpture from different times and cultures completed the sarcophagi made the previous week and decorated them in a style appropriate to the period. They used clay to model a mummy to place in their sarcophagus, concentrating on body proportions, using visual and other information to develop their work. They commented on the ideas and approaches used by others and adapted their work to reflect their own view of its purpose and meaning. Standards need to be raised in line with those of English and mathematics.
110. Teaching is very good and leads to very good learning. The strengths of teaching are teachers' very good subject knowledge and teaching of basic skills, very good planning and excellent teaching methods. These are major factors in pupils' very good acquisition of knowledge, skills and understanding. Teachers' very high expectations engage pupils' interest and inspire them to apply a very high level of creative effort to their work. Pupils are managed very well, enabling very good use to be made of time and resources. Ongoing assessment is used very constructively to facilitate learning. Through opportunities to appraise their own work and the work of others, pupils have a good knowledge of their own learning.
111. The quality and range of learning opportunities is very good. A broad, balanced, relevant and enriched curriculum is in place. The policy and scheme of work give very good guidance to teachers. Pupils' spiritual development is enhanced through opportunities to appreciate great works of art and to express their own feelings through art. Their literacy and social development is promoted through group and paired work and discussion. Pupils use their mathematical knowledge to ensure that their mummies will fit into their sarcophagi. Every opportunity is taken for pupils to sketch during school visits and there is a flourishing art and craft club.
112. Leadership and management of the subject are very good. The subject leader is very enthusiastic. She has a very clear sense of educational direction and the school's aims and values are reflected in the work of the subject. The procedures for assessing pupils' attainment and progress are very good and assessment information is used very well to guide curricular planning. The subject leader has an overview of teachers' planning and pupils' work and monitors teaching and learning. Resources are good. They are readily accessible and are used very well.

## **DESIGN AND TECHNOLOGY**

113. Overall, the quality of provision in design and technology is good.

### **Strengths**

- Standards are above average
- The scheme of work is very good and the curriculum is broad and enriched

- Subject leadership is good

#### **Areas for improvement**

- Standards need to be raised in line with those of English and mathematics
114. By the end of Year 2, standards are above national expectation. Higher attaining pupils are able to produce ideas, understanding that their designs need to meet a variety of different needs. They can make realistic plans for achieving their intentions and use words and labeled sketches to outline their ideas. They can assemble, join and combine different materials using tools in a range of ways. Middle attaining pupils are able to carry out similar tasks with slightly less assurance. Lower attaining pupils are able to generate ideas and recognise basic features of familiar products. They can explain what they are making and which tools they use.
115. Year 3 and 4 pupils took part in a project to reduce wastage during school meals. During this project pupils were able to count and measure the amount of waste from both cooked meals and packed lunches. They produced a presentation about their work which they gave up to the whole school. As an outcome of this work a significant reduction in waste was achieved. They have designed and made an egg transporter, produced a wooden photo frame using a saw, mitre, a block and glue gun. They were also able to use a digital camera.
116. By the end of Year 6, standards are above national expectation. Standards need to be raised in line with those of English and mathematics. Higher attaining pupils are able to explore ideas and select visual and other information in developing a brief. They can take account of the purpose of the product and incorporate this into their design. These pupils can assess their own work and adapt and improve it as a consequence. Middle attaining pupils are able to explore ideas and collect visual and other information to help develop their work. They successfully use their knowledge of materials and processes in order to refine their products. They can compare and comment on ideas, methods and approaches used in their own work, and the work of others. Lower attaining pupils are able to carry out similar tasks to a slightly lower standard. There is no significant difference between the attainment of boys and girls.
117. Year 5 and 6 pupils were able to design and make a tapestry using the story of the Owl and the Pussycat; to make biscuits and evaluate them using features such as appearance, texture and taste, and could construct a block graph of their evaluations. These pupils were able to design and make an alien mask and design an exhibition for a local flower festival.
118. While it was not possible during the inspection to observe design and technology lessons, a substantial amount of pupils' work was scrutinised, photographic evidence was seen, and discussions held with pupils. Given the very significant range of experiences provided for pupils, and the very good progress seen in their work, teaching in design and technology is clearly very good.
119. The design and technology curriculum is enriched by visits and visitors. The scheme of work is very good and has been adapted from the national guidelines. Marking is supportive, with some helpful advice on how to improve. Good links are made in design and technology lessons with other subjects. For example graphical representations link with work in mathematics; the completion of design sheets supports learning in English, and work on wind turbines effectively links with work in science.

120. The subject leadership in design and technology is good. The subject leader has created a useful file of information and guidance for teachers. Appropriate training for the subject leader is sought when required and information from this training is passed on to colleagues. The subject is well resourced and has been well integrated into the work of the school.

## **GEOGRAPHY**

121. Overall, the quality of provision in geography is good.

### **Strengths**

- Standards are rising due to very good teaching
- The quality and range of learning opportunities are very good and the curriculum is enriched by fieldwork
- Leadership and management are very good

### **Areas for improvement**

- Standards need to be raised in line with those of English and mathematics

122. Attainment is above expectations at the end of Year 2 and Year 6. Standards are rising due to very good teaching. All pupils, including pupils with special educational needs, make very good progress and achieve very well.
123. By the end of Year 2, pupils have a good knowledge of the local area and appropriate emphasis is placed on mapping skills and geographical enquiry skills, particularly during local walks. Pupils have a good understanding of the physical and human features of Shouldham and use their literacy skills as they provide instructions to travel from their own house to the post office. Their understanding of places beyond their locality develops through the study of weather and the travels of Barnaby Bear.
124. By the end of Year 6, pupils have a good understanding of the water cycle, rivers, settlements and weather. Their understanding of distant places and other cultures develops through their studies of India and Kenya. Their environmental knowledge extends as they consider how to improve the environment, carry out a water audit and produce a flow chart on recycling glass and a block graph of the rubbish put in a bin in one day. Their moral development is enhanced as they discuss environmental issues, such as pollution, research why some species of plants and animals are in danger of extinction, and consider their role in conservation. Standards need to be raised in line with those of English and mathematics.
125. Teaching is very good and results in very good learning. The strengths of teaching are teachers' very good planning, subject knowledge and emphasis on geographical enquiry skills. Excellent teaching methods, very good class management, very high expectations and very good use of time, support staff and resources encourage pupils to apply a very high level of intellectual and creative effort to their work.
126. The quality and range of learning opportunities are very good and the curriculum is enriched by fieldwork, a residential trip, a visit to the seaside town of Old Hunstanton and visitors to the school, such as an Indian lady who was travelling around the diocese of Ely. Pupils use their literacy skills in writing, note-taking and annotating diagrams. Their mathematical skills are developed through the use of compass directions and co-ordinates.

127. Leadership and management are very good. The experienced subject leader is very well-informed and enthusiastic. She has a clear vision for the future development of the subject and the priorities for development are appropriate. She monitors teaching and learning, teachers' planning and pupils' work. The procedures for assessing pupils' attainment and progress and the use of assessment to inform future planning are very good. Good resources support pupils' learning.

## **HISTORY**

128. Overall, the quality of provision in history is good.

### **Strengths**

- Attainment is above expectations at the end of Year 2 and Year 6 and standards are rising due to very good teaching
- All pupils, including pupils with special educational needs, make very good progress and achieve very well

### **Areas for improvement**

- Standards need to be raised in line with those of English and mathematics
- Resources need to be brought up to the same high standard of some other areas of the curriculum

129. Attainment is above expectations at the end of Year 2 and Year 6 and standards are rising due to very good teaching. All pupils, including pupils with special educational needs, make very good progress and achieve very well. By the end of Year 2, pupils have a developing understanding of the passage of time and begin to relate it to their own lives. They show knowledge of some of the main events, people and changes studied. They compare and contrast toys, transport, homes, schools and seaside holidays in the past with those of today. Opportunities for them to pose historical questions and research the answers, and to develop their historical enquiry skills.
130. By the end of Year 6, pupils have acquired a good knowledge of the Vikings, Anglo-Saxons, Ancient Egyptians, Ancient Greeks, Tudors and Victorians. They carry out a local study on Victorian children and contrast life today with that in Victorian times. They select and combine information from different sources and know that some events, people and changes have been interpreted in different ways. In an excellent lesson observed in Year 6, pupils researched Ancient Egyptian beliefs about the after life and enacted the story of the 'Weighing of the Heart'. Higher attaining pupils were called upon by the teacher, in the guise of a museum visitor, to explain the limitations of the available evidence.
131. Teaching is very good and leads to very good learning on the part of all pupils. The strengths of teaching are teachers' very good subject knowledge, emphasis on historical enquiry skills, very good planning, very high expectations and excellent teaching methods. Class management is very good and pupils work with interest and concentration and are motivated to apply a very high level of intellectual effort to their work. The use of time, support staff and resources is very good, leading to very good productivity and pace of working on the part of pupils.
132. The curriculum is enriched by fieldwork in the local area and visits to places of historical interest. Older pupils extend their knowledge and understanding through a Tudor Day in Kings Lynn and a Victorian Day at Great Cressingham. Younger pupils visit the Toy Museum at Kings Lynn. Pupils participate in history days at Ely and Norwich Cathedrals.

133. Leadership and management are very good and ensure clear educational direction. Priorities for development are very appropriate and reflect the school's aims and values. The procedures for assessing pupils' attainment and progress and the use of assessment to inform future planning are very good. The subject leader monitors teaching and learning, teachers' planning and pupils' work. Resources are good and are used well to support pupils' learning, although could be further developed to bring them up to the same high standard of some other areas of the curriculum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

134. Overall, the quality of provision in information and communication technology is good.

### **Strengths**

- Teaching is very good and pupils make very good progress in lessons
- Pupil behaviour is very good and pupils are highly motivated by the subject
- Information and communication technology is very well taught in other subjects
- Subject leadership is very good

### **Areas for improvement**

- Standards need to be raised in line with those achieved in English and mathematics
- Computer resources need to be improved as identified in the school's plans
- Use of the internet needs to be further developed

135. By the end of Year 2, standards in information and communication technology are above national expectation. Higher attaining pupils are able to use a word processor to type in text using the basic control keys of a standard computer keyboard. They can edit text in order to improve it and they use a graphics program to produce drawings of intended objects, such as a cat. They are able to sequence stages in a control program, for example to cause the bow tie of a model clown to spin for a certain length of time. They are able to use CD Roms to extract information. These pupils are working above national expectation. Middle attaining pupils are able to carry out similar tasks with slightly less finesse, particularly regarding graphics work. These pupils are working above national expectation. Lower attaining pupils are able to use the computer keyboard and to edit text on screen, with help they can use graphics programs to produce simple objects. These pupils are working in line with national expectation.
136. By the end of Year 6, standards are above national expectation. Higher attaining pupils are able to design a questionnaire in order to collect appropriate data for inclusion in a spreadsheet. They are able to interrogate a database in order to find the information they want, and can structure a simple database of their own. These pupils can use word processing in a sophisticated way in order to present their work attractively. These pupils are working above national expectation. Middle attaining pupils are able to carry out similar tasks with slightly less assurance, and are also working above national expectation. Lower attaining pupils require more support in order to carry out their tasks and their work on databases is less detailed. These pupils are working just below national expectation.
137. In a very good Year 1 lesson on using a graphics program, all pupils were able to use the software to share their ideas by working with both text and images. Higher attaining and middle attaining pupils were able to organise and amend their work, such as changing the shape of clip art. Overall, standards were just above national



expectation. In a good Year 6 lesson on planning the editing of a video, pupils were able to use information and communication technology in a variety of forms, demonstrating an awareness of the audience for their work, and could plan their work very well. The progress made by pupils of all ages during lessons seen, and in the work scrutinised, during the inspection, was very good. Progress made by pupils with special educational needs is also very good.

138. Teaching of information and communication technology is very good. Few information and technology lessons took place during the inspection. However, as the school is very good at planning opportunities for information and communication technology within other subjects, much work was observed in other lessons. The teaching in these sessions, and the evidence of the work scrutinised, indicates that teaching is very good. Pupil behaviour is very good and pupils are highly motivated by the subject. In a very good Year 1 lesson on using a graphics programme to create a Baptism card, the introduction was very clear and helped pupils to understand what they were trying to do. The task was very well chosen to relate to the religious education work which the pupils were doing. Setting the information and communication technology work in the context of this other subject ensured that pupils saw the usefulness of the work they were doing. The teacher helped the pupils very well, maintaining a constant stream of advice and encouragement. This ensured that pupils demonstrably grew in confidence, for example, in using the mouse to access pop-up menus to alter fonts and colours. At no point did the teacher touch the computer, preferring to encourage the pupils to develop their own confidence. Tasks were very well matched to the level of prior attainment of the individual pupils and as a consequence, all pupils, regardless of gender or prior attainment, made very good progress.
139. The curriculum in information and communication technology is good. The scheme of work is based on national guidelines and provides good and detailed guidance for staff. Technical difficulties have frustrated access to the internet and as a consequence this aspect remains to be further developed.
140. Leadership and management of the subject is very good. The subject leader has succeeded in introducing a good scheme of work; in embedding information and communication technology in the planning for other subjects; ensuring all staff are well trained and confident, and acting as a point of reference for them. She has tried very hard to overcome the technical difficulties which have beset the school as it tries to introduce networking, and the difficulties posed by the unreliable computers. Staff have all taken part in the national training for information and communication technology, and as a consequence they are much more confident to teach the different aspects of the programme of study.
141. The quality of resources for information and communication technology is varied. The school's spending on information and communication technology is below the national average for primary schools. While the school has more computers per pupil than the national average, technical difficulties have been experienced with many of these machines. However, the computer linked microscopes make a very significant impact on teaching in science, and some resources for control technology are good. The school has identified this as an issue and has clear plans to address this in the current financial year. An extension to the school is to be built and a computer suite is to be part of this. Funds are earmarked, from the budget underspend, to purchase a substantial number of new computers.

## MUSIC

142. Overall, the quality of provision in music is good.

### Strengths

- Teaching in music is very good and leads to very good learning for all pupils
- The quality and range of learning opportunities are very good, and the curriculum is enriched through extra-curricular activities

### Areas for improvement

- More ethnic instruments need to be purchased

143. Standards in music are above those expected at the end of Year 2 and Year 6. All pupils make very good progress and achieve well. Standards are rising, since the recent introduction of a commercial music scheme, 'Music Express', which has led to increased enthusiasm on the part of pupils. Pupils' singing is of a high standard. Their spiritual development is enhanced as they listen to music, reflect on it and sing in lessons and assemblies.

144. The active participation of pupils is encouraged, as in a lesson in Year 2 when pupils listened to 'Storm' from 'Rain, rain, go away' and described the effect, exploring timbre, tempo and dynamics. As they joined in the chant, pupils successfully controlled the volume of their voices to match the changes in the recording. They performed 'Storm' and explored two different ways of changing and combining voices to create the effect of a storm, keeping the tempo the same. Pupils then performed 'Storm' with instruments to match the words of the chant and controlled the volume of playing, as they performed two different structures which combined the sound. Pupils used musical terms, such as dynamics, volume, crescendo and diminuendo, with confidence.

145. Teaching in music is very good and leads to very good learning for all pupils. The strengths of teaching are teachers' very good subject knowledge, very effective planning, very strong emphasis on basic skills, and high expectations, leading to the progressive development of pupils' knowledge, understanding and skills. Class routines are very well established and most pupils apply a very good level of creative effort to their work. They show interest, concentrate well and work at a very good pace. Pupils are encouraged to assess their own work and the work of others and have a good knowledge of their own learning. Time and resources are used very well to maximise learning opportunities.

146. The quality and range of learning opportunities are very good. The curriculum is enriched through extra-curricular activities. There are opportunities for pupils to learn to play the flute, fife, guitar and clarinet. Pupils benefit greatly from the excellent music teaching provided by visiting specialist staff from the Norfolk Music Service and a specialist music teacher employed by the school. There are opportunities for pupils to join the school band, the school choir and the okarina club. Pupils perform at music festivals, events at Ely Cathedral, Christmas and Easter services, the Lodge Farm Music Project and pantomimes. Visiting musicians, such as the 'Boom! Boom! Cameroon Group' extend pupils' knowledge and understanding of music from other cultures.

147. Leadership and management are very good. They ensure clear educational direction and reflect the school's aims and values very well. There is a comprehensive policy and the subject leader has introduced a new scheme of work, which challenges and

inspires staff and pupils, alike, and is having a positive influence in improving standards and ensuring the progression of pupils' learning. Very good procedures are in place for monitoring teaching and learning, assessing pupils' attainment and progress and using assessment to inform future planning. Resources are good in quantity and quality, and are used well to support learning. There are plans to invest in more ethnic instruments.

## **PHYSICAL EDUCATION**

148. Overall, the quality of provision in physical education is good.

### **Strengths**

- Teaching is very good
- All pupils, including pupils with special educational needs, make very good progress
- The procedures for assessing attainment and progress, and the use of assessment to guide curriculum planning are very good
- Resources are very good

### **Areas for improvement**

- Standards need to be raised in line with those of English and mathematics

149. Attainment is above expectations at the end of Year 2 and Year 6 and in the case of a significant minority of pupils, it is well above expectations at the end of Year 6. All pupils, including pupils with special educational needs, make very good progress in developing skills in gymnastics, dance, games, athletics and swimming. Pupils achieve very well in all areas. All activities are open to both boys and girls and there are no issues of equality.

150. During the inspection, pupils in Year 1/2 improved their ability to bat and bowl more effectively and incorporated their skills into a class team game. Pupils in Year 3/4 improved their batting, catching and fielding skills. In Year 5/6, the emphasis was on developing consistency of actions in the long jump and using a number of techniques to improve their long jumping style. Standards need to be raised in line with those of English and mathematics.

151. Teaching is very good and leads to very good learning. Teachers demonstrate very good subject knowledge and their teaching of skills is very good. They plan very effectively thereby developing pupils' acquisition of knowledge, skills and understanding. Teachers' expectations are very high and pupils apply a very good level of physical and creative effort to their work. They are keen, interested, competitive and highly motivated. The management of pupils is very good and time, support staff and resources are used very well. Ongoing assessment is used to effect improvement in pupils' work and they are encouraged to evaluate their work and the work of others.

152. The quality and range of learning opportunities are very good. The curriculum is greatly enriched by an excellent range of extra-curricular activities, including football, netball, hockey, dance, cricket, cross-country, athletics, orienteering, interschool sports between the cluster schools, an annual school sports day and a residential trip to an outdoor activities centre. Staff regularly update their expertise. The monitoring of pupils' subject performance, procedures for assessing their attainment and progress and the use of assessment to guide curriculum planning are very good.

153. Leadership and management of the subject are very good. The experienced and committed subject leader gives generously of her time in promoting high standards in sport and enabling pupils to participate in interschool activities. A flourishing dance club is led by a gifted and enthusiastic teacher. There is a shared commitment to improvement and the capacity to raise standards further is excellent. Resources are very good and are used well.