

# **INSPECTION REPORT**

## **SWAFFHAM PRIOR CE PRIMARY SCHOOL**

Swaffham Prior, Cambridge

LEA area: Cambridgeshire

Unique reference number: 110794

Headteacher: Joanna Lakey

Reporting inspector: Michael J Cahill  
19623

Dates of inspection: 24 – 26 February 2003

Inspection number: 251143

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed

School address:	Station Road Swaffham Prior Cambridge
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Postcode:	CB5 0LG
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Telephone number:	01638 741529
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Fax number:	01638 741529
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Appropriate authority:	The governing body
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Name of chair of governors:	Roz Chalmers
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Date of previous inspection:	13 June 2000
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## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19623	Michael Cahill	Registered inspector	Design and technology Information and communication technology Mathematics Physical education	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? What should the school do to improve further?
1112	Peter Oldfield	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
11901	Pat Lowe	Team inspector	Educational inclusion Special educational needs English Geography History	How high are standards? b) Pupils' attitudes, values and personal development How well is the school led and managed?
15236	Morag Thorpe	Team inspector	English as an additional language Foundation stage Art and design Music Religious education Science	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Cambridge Education Associates Ltd

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

### **INFORMATION ABOUT THE SCHOOL**

Swaffham Prior CE Primary School provides education for pupils aged four to eleven. Most pupils come from the village and its nearest neighbour, although nearly 40 per cent of pupils come from further afield. The school is smaller than average; there are 94 children on roll (45 boys and 49 girls). Pupils are taught in four mixed-age classes. About sixteen per cent of pupils claim free school meals, which is close to the national average. Almost all pupils are of white UK heritage and there are no pupils who are learning English as an additional language. The overall proportion of pupils with special educational needs, including learning, physical and behavioural difficulties, is below the national average but the proportion with full statements of Special Educational Needs is currently higher than usual. Most children's attainment on entry to the school is in line with what is expected for their age, although there is considerable variation from year to year. The school has identified a number of children whose ability is significantly above average. Since the end of June 2002 the school has had two acting heads, the second of whom became the permanent head in January 2003.

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

Swaffham Prior CE Primary is an effective school with some very good features. The overall quality of teaching is high and the school offers an interesting curriculum with a good range and quality of learning opportunities. It is very successful in making sure that all pupils, including those who have special educational needs, have full access to its provision. Most pupils make good progress, develop good attitudes to learning, behave well and form very good relationships with each other and with adults. The school is very well led and managed; it provides good value for money.

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

- The school provides children with a very good start to their full time education in the Reception class.
- The overall quality of teaching is high; teaching assistants provide very good support and children learn well and make good progress.
- The provision for pupils' personal development is very good and pupils behave well, develop good attitudes to learning and form very good relationships.
- Attainment in English in Year 6, in art throughout the school and in information and communication technology in Year 2 is above national expectations.
- The provision for pupils with special educational needs is very good and the school is very successful at including all children in its work.
- The headteacher and the governing body provide very good leadership directed towards improving children's achievements.
- The school maintains a very close working partnership with parents, who make an important contribution to its work.

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

- Pupils' attainment by the end of Year 6 in science.
- Curriculum planning in some subjects to promote skill development from one year group to the next.
- The use of assessment in enabling teachers and pupils to set short-term achievable learning targets.
- The provision of secure outdoor play facilities for the Reception class.

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

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

The school has been inspected on two previous occasions, most recently in June 2000 when it was judged to be providing a satisfactory standard of education. It has made good overall progress in dealing with the areas for improvement that were identified at that time. In particular, overall standards of attainment in English and in information and communication technology have improved, and higher-

attaining pupils have achieved higher levels in National Curriculum tests in English and mathematics. Curriculum planning for the Reception class, in line with the Early Learning Goals, is a strength of the school. The governing body and the new headteacher are adding more detail to their three-year development planning. The partnership between the governing body, headteacher, staff and parents provides a very good basis for further improvement.

## 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	B	A	B	B
mathematics	D	B	C	C
science	D	D	D	D

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

*Schools are described as similar when they fall into the same band for free school meals, in this case between 8 and 20 per cent. (The current figure at Swaffham Prior is 16 per cent.)*

Children in the Reception class make good progress and many in the present year group are well on track to achieve the Early Learning Goals in most areas of the curriculum. There is a lot of difference in the make-up of the different (small) year groups in the school and in many cases attainment on entry to the school and to Year 1 was not as high as in the present Reception class.

Most pupils in the current Year 2 have made good progress in the subjects of the National Curriculum and religious education. Inspection evidence indicates that their standards in English, mathematics and science are around the national average. In ICT and in art and design, standards are above national expectations. In the other subjects of the National Curriculum and religious education, pupils' achievements are in line with those expected for their age. Pupils of all abilities make good progress.

As the above table shows, pupils at the end of Year 6 in 2002 achieved national test results that were in line with the national average in mathematics, above it in English and below it in science. The school has successfully focused on raising standards in English since the last inspection. However, it failed to meet its targets in either English or mathematics, partly because of changes in the year group between target setting and the tests. The school's score in science was very close to the boundary between average and below average and was depressed because too few pupils achieved the higher Level 5 in the national tests. However, 78 per cent of pupils achieved the national expectation of Level 4. Improving standards in science has a high priority in the school improvement plan.

The evidence from the inspection is that standards in English, mathematics and science in Year 6 at present exactly reflect last year's test results: above average in English, average in mathematics and below average in science. Standards in art are above average. In the other subjects, overall standards are in line with expectations, although in several areas, for example design and technology and ICT, there was evidence of some work that is above average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school. They show interest and enthusiasm in all activities



	and work hard. They maintain concentration for long periods of time and work well both independently and in groups.
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Behaviour, in and out of classrooms	Pupils' behaviour is good, both in lessons and in the playground. They are courteous and trustworthy and show respect for property. They demonstrate good self-control when moving about the school.
Personal development and relationships	Relationships among pupils and between pupils and adults are very good. Pupils are kind to one another and respect their feelings and contribution to school life. Their personal development is very good.
Attendance	Attendance at the school is well above the national average. Parents advise the school of most absences; there are very few pupils late for school.

Very good relationships are a strength of the school and this is chiefly due to the very good example set by the adults in the school community.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very 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.*

The overall quality of teaching is high. During the inspection, the teaching in many lessons was very good; on three occasions it was excellent. There was no unsatisfactory teaching. This represents a considerable improvement since the last inspection. The skills of English, including literacy, and mathematics, including numeracy, are taught well. There is very good support for pupils with special educational needs and they make progress that is as good as that of their classmates.

Very good features of the best teaching seen included the very good planning and the very good relationships and working routines that had been established by teachers and their assistants. In these lessons teachers managed children's behaviour very well by providing interesting and appropriately challenging work and by making their expectations of good work and behaviour clear. Teachers also told pupils what they were intended to learn and used questions well to promote and assess learning. In the very small number of less successful, although still satisfactory, lessons in Years 3 to 6, time was sometimes not managed well so that part of the lesson was not completed or the pace was too slow. On a few occasions there was not enough challenge for potentially higher-attaining pupils.

Pupils are very interested in their learning, work very hard and acquire basic skills very well. This, together with the overall high quality of teaching, gives pupils a good understanding of their own learning and gives them confidence in their ability to learn. From the Reception class onwards children are encouraged to work independently when that is appropriate and to concentrate and work carefully. The quality of their learning is very good and they achieve well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are good. The curriculum for the Reception class is based very securely on the Early Learning Goals and the school teaches all the subjects of the National Curriculum and religious education. The headteacher and staff are very successful in making sure that all pupils have access to what the school provides. There is a very good programme for personal, social, health and citizenship education. The school recognises the need to plan more fully

	for the progressive development of subject skills from one year group to the next.
Provision for pupils with special educational needs	This is very good and well organised to meet specific needs. The very good quality of support provided for these pupils enables them to be fully included in all aspects of school life. As a result, they make progress that is as good as that of other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Particular strengths are the quality and range of provision for pupils' social and moral development. Assemblies very successfully reinforce the Christian ethos of the school and there are good levels of involvement with local churches. The arts and religious education are used well to promote learning about other cultures.
How well the school cares for its pupils	The school is a very caring community where all pupils are valued and supported as necessary. Teachers and other adults who work and help in the school know the pupils very well. There are very good procedures for monitoring pupils' personal development. The school has good procedures for keeping track of pupils' progress and setting individual targets in English, and plans to extend these to other subjects.

Parents have very positive views of the school and many are fully involved in supporting their children's learning at home. The school maintains very good communication channels with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very good leadership and management, which are clearly focused on improving pupils' achievements. All members of the teaching staff effectively manage and lead aspects of school improvement. The headteacher has a very clear vision for the future development of the school and has gained the enthusiastic support and commitment of all members of staff.
How well the governors fulfil their responsibilities	Very well. The governors have a very clear understanding of the strengths of the school and of the areas for future development. They play an important role in shaping the direction of the school and in monitoring its performance. Governors with responsibility for subjects of the National Curriculum and other aspects of teaching and learning work closely and effectively with the school.
The school's evaluation of its performance	The headteacher, staff and governors keep all aspects of the school's performance under continuous review. All subject leaders are fully involved in evaluating standards and the quality of learning in their areas. The headteacher effectively monitors teaching and rightly plans to involve her deputy and other members of staff in this.
The strategic use of resources	Procedures for financial planning and management are very good. The budget process is managed efficiently and specific grants, for example for special educational needs, are targeted appropriately. The school actively seeks to obtain best value from its financial resources.

There is a very good match of teaching and support staff to the needs of the pupils; teaching assistants make a valuable contribution to the quality of teaching and learning. Accommodation is satisfactory,

overall, and is currently being improved, although there is no secure outdoor play area for the under-fives. Resources are good and used well to promote pupils' learning.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The views of the 52 parents (55 per cent) who returned completed questionnaires and of the 19 parents who attended the pre-inspection meeting with the registered inspector were taken into account.

What pleases most parents	What some parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like school and they make good progress.</li><li>• Teaching is good and the school has high expectations of the children.</li><li>• Behaviour is good and the school helps children to become mature and responsible.</li><li>• The school is well led and managed and parents are comfortable about approaching it.</li></ul>	<ul style="list-style-type: none"><li>• The amount of homework.</li><li>• The range of activities outside lessons.</li><li>• Information about children's progress.</li></ul>

The inspection team is fully in agreement with parents' positive comments. Evidence from the inspection indicates that the amount and nature of homework are appropriate to the age of the children and that the range and quality of extra-curricular activities are good for a school of this size. Written reports about children's progress and information about what they are learning are very good and most parents appreciate the opportunity to have daily contact with their child's teacher or the headteacher.

## **PART B: COMMENTARY**

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

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

1. Most pupils start school in the September after their fourth birthday with attainment that is close to what is expected for their age, although there are significant variations between the small annual intakes. Children in the Reception class are given a very good start to their learning and, as a result of very good teaching and organisation, most children make at least good progress. By the time they enter Year 1, it is likely that most children will achieve the Early Learning Goals in most, if not all, areas of the curriculum. There is no significant difference in attainment between boys and girls.
2. In the National Curriculum tests and assessments for Year 2, in the summer of 2002, results show that pupils' attainment was in line with the national average in reading and science. In writing and mathematics, attainment was above the national average. All pupils achieved the national expectation of Level 2 in mathematics. In respect of the proportion of pupils who achieved the higher National Curriculum Level 3, the school's results were below the national average in mathematics, in line with it in science, above it in reading and well above it in writing. Since the last inspection the proportion of pupils achieving at least Level 2 in reading has increased, as has the proportion achieving Level 3 in writing. The school is achieving results that are in line with the average for similar schools in reading and science and above average in writing and mathematics. The overall trend in the school's results in the Year 2 tests over the last three years has been upwards in reading, writing, mathematics and science, with very little difference in the attainment of boys and girls over that period. However, because of the small number of pupils in each Year 2 (and Year 6) class and big variations in the proportions of boys and girls and the numbers of children with special educational needs, all comparisons need to be treated with caution.
3. The Year 2002 National Curriculum test results for Year 6 were below the national averages for all schools and for similar schools in science, in line with them in mathematics, and above them in English. The good results in English reflect the priority that the school has given to the subject following the last inspection. In science, too few pupils achieved above the national standard of Level 4 and so the school very narrowly failed to return results in line with the national average. Science is now the highest subject priority in the school improvement plan.
4. Test results at Year 6 have fluctuated over the last five years but the overall trend has been broadly in line with the national upward trend. Almost all of the pupils in the Year 6 of 2002 had made at least the expected two National Curriculum levels of progress in English, mathematics and science compared with their results at Year 2. The relative performance of boys and girls has fluctuated over the years (see comment in paragraph 2).
5. The school sets targets for each Year 6 class, in consultation with the local education authority. These have sometimes proved to be unrealistic, either because not enough account had been taken of individual pupils' prior attainment or because pupils joined or left the class between target setting and tests. In 2002, the school exceeded its target in science but did not meet them in English and mathematics.
6. Pupils with special educational needs make good progress. Their needs are identified early and they are set clear and achievable targets. These pupils are involved in their own target setting and will shortly carry their targets with them throughout the day on a specially designed bookmark. This should encourage them to try hard to achieve them. Their progress in relation to their prior attainment is good in all areas of the curriculum due to the quality of the very effective support that they receive individually, or in small groups. As a result, they achieve well.
7. A small number of pupils have particular talents, namely, in reading, comprehension, poetry, creative writing, mathematics and the arts. One is very able in all areas of the curriculum. They

attain standards above those expected nationally in the areas in which they excel. They make good progress, owing to the provision of independent extension work.

8. The inspection team judged that pupils' attainment in information and communication technology and art in Year 2 is above national expectations. In the other subjects of the National Curriculum, standards are in line with what is expected of pupils of this age. In Year 6, standards in English and art are above national expectations. In the other subjects of the National Curriculum, overall standards are in line with national expectations. However, work was seen that is above average, for example in information and communication technology in Years 3 to 6 and in design and technology in both the infant and junior years. Pupils' attainment in religious education throughout the school is in line with the expectations of the locally agreed syllabus. Pupils' development and use of the skills of literacy across the curriculum are good; there were some good examples of the planned use of ICT skills in other subject areas and the school intends to develop this. The use of mathematical skills in other subject areas also needs to be developed. There were no significant boy/girl differences in attainment evident in the lessons observed or the work examined. (For further details of pupils' achievements and progress in the Foundation Stage and in the subjects of the National Curriculum, see paragraphs 69 - 161.

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

9. The contribution of each individual to the life of the school is highly valued. Pupils' attitudes to the school are good, as they were at the last inspection. They enjoy coming to school and settle quickly into the daily routine, ready to start work immediately. They show interest and involvement in all activities and are keen to answer questions and contribute to discussions. They maintain concentration for long periods of time and work well both independently and in groups. Most pupils apply considerable intellectual and creative effort to their work and enthusiastically engage in physical activities. They enjoy the extra-curricular activities that the school provides.
10. Pupils' behaviour is good. Policies and procedures for promoting good behaviour are used consistently by all staff. The school promotes equal opportunities through its policies and organisation in every aspect of school life. Pupils are involved in formulating school and class rules and therefore respect them. The Code of Conduct ensures that they are aware that racist, sexist and other inappropriate behaviour will not be tolerated. Pupils are courteous to one another and to adults and keen to welcome visitors to the school. Their behaviour reflects the school's practice of care and concern for others. Lunchtimes are pleasant, social occasions. Behaviour in the playground is good. The school's provision of a midday supervisor to help particular pupils to engage better in lunchtime activities is having a positive effect. During the inspection, no incidents were observed of inappropriate or racist behaviour. Pupils demonstrate good control when moving around the school. Parents are confident that pupils behave well in school. There have been no exclusions in the past year. The special educational needs co-ordinator conducts a social skills group for pupils who show signs of social or behavioural problems and the school works with outside agencies in supporting pupils who experience difficulties.
11. Pupils have a good knowledge of the impact of their behaviour on others. From an early age, they are taught to respect the feelings, values and beliefs of other people. They take care of their own property and show respect for the belongings of other people and for school resources. They treat computers, musical instruments and other resources with care. The school does not suffer from graffiti or vandalism.
12. Pupils' personal development and relationships are very good. They respond well to the respect shown to them by adults and other children and relate very well to each other and to adults. They are polite in their speech and courteous in standing aside for others in the corridors and in opening doors for others. They work well together in pairs and in similar or mixed ability groups, and are keen to include anyone who is left out. Boys and girls work happily together. They listen to one another with respect and make kind comments about the personalities of other pupils. For example, children in the Reception class described the boy who was chosen as *Star of the Week* as 'kind, because he asks other children to play with him' and 'generous, because he gives other children presents'. When pupils share their work with others at the end of lessons, they make

appreciative comments about the work of others. They respect the feelings of others and their contribution to school life.

13. Pupils with special educational needs are integrated fully into all aspects of school life. Their good attitudes and behaviour and very good relationships contribute to their integration and good progress.
14. Attendance at the school is well above the national average. Parents advise the school of most absences; there are very few pupils late for school. Registers are marked at the beginning of each daily session according to regulations.

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

15. On the evidence of pupils' work and the lessons observed during the inspection, the overall quality of teaching throughout the school is high. During the inspection it was good or better in more than 90 per cent of lessons, including more than 50 per cent that were very good or excellent. There was no unsatisfactory teaching. This represents a considerable further improvement since the last inspection. Reasons for the overall improvement include an improved planning framework and focused monitoring by the headteacher. The teaching of English, including literacy, is very good and that of mathematics, including numeracy, is good, overall, with examples of very good teaching.
16. The quality of teaching and learning for pupils with special educational needs is very good. Teachers, teaching assistants and learning support assistants ensure that pupils' individual needs are met through the work that is set and the quality of the support provided. Pupils with special educational needs benefit from working alongside their peers in the classroom, individually, in groups of similar ability or in mixed ability groups. The support for small groups of pupils by teaching assistants and learning support assistants is particularly valuable in literacy and numeracy lessons, enabling them to make very good gains in learning in relation to the targets set in their Individual Education Plans. The most able pupils are supported with additional literacy work and opportunities to use the computer, for example, through the 'Hands on Maths Roadshow' and 'Advanced Maths Units' as well as planned extension work in many lessons.
17. The strong and effective partnership between teachers and their assistants was a key ingredient of many of the best lessons observed during the inspection, enabling individual pupils and groups to take a full part and to make good progress. There were good examples of teaching assistants making notes of how pupils got on with the work set during lessons and of their answers to the teacher's questions in the concluding part of lessons. This good practice helps to make subsequent planning appropriate and should be extended.
18. The very good teamwork between the adults in the classrooms and the very good relationships between adults and pupils make it possible for a very pleasant and purposeful working atmosphere to be maintained throughout the school. Pupils are interested in their lessons, concentrate well and work hard. From the Reception class onwards they work well together or individually when required. In more than 90 per cent of lessons, learning was judged to be good or better as pupils made important gains in their knowledge, skills and understanding.
19. **Other features common to the good or better teaching seen during the inspection included:**
  - very good lesson planning, with clear and achievable learning intentions and tasks set for pupils of different abilities;
  - very good management of pupils, through well-established classroom routines and the use of encouragement and praise;
  - clear and high expectations in terms of the standard of work and behaviour;
  - very good use of questions to give a brisk start to lessons, to revise what has been done before, to promote further learning and to check for understanding;
  - a good, brisk pace to lessons, thereby maintaining interest and challenge for all pupils;



- a good balance of whole-class, group and individual work and of different demands on pupils – speaking and listening, writing, practical;
  - good use of ICT to support and extend learning.
20. Many of these features were present in a very good geography lesson with the class of pupils in Years 3 and 4 on recognising the similarities and differences between Swaffham Prior and Bury St Edmunds. For example, the planning was of high quality and had been guided by what the pupils had achieved in earlier lessons. The teacher immediately engaged the pupils' interest by reviewing the class's recent field trip to Bury. Very good questioning, supported by a good display of photographs of both the village and the city, inspired the pupils to make a good range of suggestions about what the two places have in common. The teacher skilfully led this into a good discussion about how human activity has affected the way that the areas have developed. Pupils have clearly been taught mapping skills well because they successfully identified features on enlarged maps of the two localities. Because this task was set at differing levels of difficulty and there was support from a teaching assistant as well as the class teacher, all pupils were able to engage with the content of the lesson and made very good progress. Sufficient time was allocated for pupils to be able to carry out the identification of features, similarities and differences. The pace of the lesson was good, with good changes of activity and style of working. For example, pupils contributed to whole-class discussions and worked in groups and individually at practical tasks. The teacher kept very good track of pupils' learning through carefully focused questions in the oral parts of the lesson and through assessment of completed maps and written interpretations of them. Pupils' answers in the concluding part of the lesson showed that most had developed a clear understanding of the similarities and differences between the two localities. Teaching, learning and assessment had been consistently focused on what the pupils were intended to learn during the lesson.
21. Where lessons were less successful, although still satisfactory, this was usually due to the absence of some of the above. On occasion, also, the lesson as planned needed more time than had been allocated to it, or the lesson started late. There were instances where the success of the lesson was lessened because learning objectives were not precisely enough defined or were not shared with pupils. When this occurred, the focus of the lesson was not as sharp as it could have been and assessment of how well the pupils had learned was made difficult. On a few occasions this resulted in there being insufficient challenge for potentially higher-attaining pupils.
22. The quality of marking is satisfactory, overall, but variable. There were examples of particularly good marking, for example, in literacy work. Too often, however, marking does not make clear to pupils what is good (or not) about their work and how it could be improved. There is potential for further development here, particularly in terms of giving pupils (and their parents) feedback on how their work measures up to National Curriculum levels or national expectations.
23. Homework is making a good contribution to improving pupils' achievements and parents are generally supportive of this. (For further details about the quality of teaching and learning in the Foundation Stage and in the subjects of the National Curriculum, see paragraphs 69 - 161.

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

24. The school provides a good curriculum with some very good aspects. It is broad, balanced and enriching, complies with statutory requirements and strongly reflects the aims of the school.
25. The time allocation for most subjects is close to the national averages, although a higher percentage of time is given to physical education. This reflects the governors' aims of raising pupils' skills and understanding of all aspects relating to a healthy lifestyle, including physical activity. The school provides very well for pupils' personal development. Many exciting opportunities are provided for pupils to develop academically, physically and aesthetically, as well as socially. The curriculum for religious education meets the requirements of the locally agreed

syllabus; the provision for teaching about the Christian faith and the majority of faiths represented in multi-faith Britain is good.

26. The curricular provision for pupils in the Foundation Stage (Reception class) is good. The teacher plans the curriculum very effectively and makes it highly relevant to all children in the class. The teacher and support staff provide children with many imaginatively planned activities for exploring and learning inside and outside the classroom and in the community. They thoroughly and successfully prepare children for their transition to Year 1. An area for development, which the school has already identified, is the need for a covered outdoor area that allows all areas of learning to be extended beyond the classroom.
27. Daily and weekly planning, including teachers' notes and evaluations, which provide useful records of curriculum coverage, are very good. The school's planning of the curriculum cycle ensures that pupils in mixed-age classes do not repeat the same content in consecutive years. This aspect of planning, which was successful during the previous inspection, continues to be a strength. However, the planning for science and some of the non-core subjects does not ensure that skills are progressively taught and developed as pupils move through the school. Where the teaching is successful and consistent, this has not been a great problem but when there are substantial staff absences, as has occurred recently, there is no guarantee that pupils will experience this secure progression of skills. This has a detrimental impact on standards and progress in these subjects.
28. The governors' curriculum committee is extremely active and well informed and there is a link governor for each subject. The headteacher and staff report regularly to the governors about curricular issues. Governors know the strengths of the curriculum and the areas for development.
29. Equality of access to the curriculum is very good. Classroom provision is organised to meet the specific needs of all pupils. Teachers ensure, by their groupings and tasks, that girls and boys, 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. Teaching assistants give valuable help to pupils who experience difficulties. Extra-curricular activities are open to boys and girls and there are opportunities for pupils of all ages to participate.
30. The provision for pupils with special educational needs is very good. It is organised to meet their specific needs. Clearly identified lesson objectives ensure that pupils have a good understanding of the work set and the results expected. Individual Education Plans are drawn up by the co-ordinator for special educational needs, in consultation with class teachers and, in some cases, with parents and external agencies. They contain targets relating to specific areas of learning or behaviour and suggest teaching and learning strategies. The targets are discussed with pupils. Reviews are carried out regularly and involve teachers, parents and pupils.
31. The school has an 'able child' register which covers all areas of the curriculum. This was drawn up in response to a key issue at the time of the last inspection, which was 'to raise the levels the higher-attaining pupils achieve in all subjects, including addressing any underachievement by higher-attaining pupils at the end of Key Stage 1'. The school aims to meet the needs of more able pupils by providing them with more challenging, investigative, open-ended learning, but this is not yet in place in all subject areas. There are plans to introduce Individual Education Plans for more able pupils.
32. The school has implemented the National Literacy Strategy well. The national guidance for teaching literacy has been successfully adapted to fit the circumstances of the school. Lessons are usually rigorously paced to ensure that appropriate time is allocated to each aspect of the subject.
33. The provision for the National Numeracy Strategy is satisfactory. Teachers' planning follows the guidance provided. The school recognises the need for more work on using and applying mathematics, including its use in other subject areas.

34. The headteacher and staff organise a wide variety of day visits for all pupils and a residential visit for pupils in Years 5 and 6. Pupils also benefit from the contributions of parents and members of the community. The local and wider community contribute very effectively to pupils' education, especially in geography, history, science and art and design. Visits to a local National Trust garden and a museum have enriched their artistic and historical development and made these subjects come alive. Visits to local churches increase pupils' knowledge and understanding of the importance of the church in the community and in developing the Christian ethos of the church school. As a result of these visits, pupils are developing a greater understanding of the purpose of each part of the church and how the church is the focus for Christians and their family's celebrations. The local Baptist Minister visits the school regularly and sometimes leads assembly. The headteacher plans to extend visits to include the places of worship of some of the other religions which pupils study in religious education.
35. The school benefits from its constructive links with other schools in sporting and musical activities and other educational aspects. Teachers, and therefore pupils, benefit from the guidance and support gained as a member of this fellowship of schools. This also enhances the smooth transition to the next stage of education for pupils in Year 6. The school makes very good provision for pupils' personal, social and health education and citizenship (PSHE and C). This includes very well structured planning of citizenship education and weekly *circle time* activities. Pupils have opportunities to discuss issues of relevance to them as they sit in a circle with everyone having the opportunity to take part. This develops pupils' understanding of the democratic way of dealing with disagreements and they learn to value each other's opinions. This is introduced very successfully in the Reception class and continues throughout the school. The headteacher and staff ensure that pupils learn about the importance and functions of the utility services and civic responsibilities, and the moral and social issues that arise. All staff make great efforts to ensure that the internal and external environment of the school are attractive and welcoming. They successfully encourage pupils to treat their school with respect; there is a strong feeling of community and belonging and this was reflected in the assemblies observed during the inspection week. The school makes very good provision for pupils' sex education and raising their awareness of the need for a healthy lifestyle and of the dangers of drug misuse through the science curriculum and well-informed visitors including the school nurse.
36. The school makes very good provision for pupils' personal, spiritual, moral, social and cultural development. Teachers place a strong emphasis on helping pupils to think for themselves, and to consider how and why aspects of life happen as they do. Collective worship makes a significant contribution to all aspects of pupils' spiritual, moral, social and cultural development and the spiritual dimension of collective worship is very well handled. The headteacher gives this part of the school day a special "sense of occasion"; the times for reflection and prayer are very sensitively handled and successfully ensure that all pupils participate. Hymn singing and music during assembly have a high profile and the assembly very effectively reinforces the Christian ethos and commitment of the school.
37. Assemblies are planned systematically and sensitively to ensure that the theme for each week is reinforced from different perspectives giving pupils a wide range of experiences. Many occasions and events through the week impact on pupils' spiritual development, for example:
- the feelings of joy when the fishermen's nets were filled with fish after Jesus had performed his miracle;
  - the pleasure and wonder at the size and form of the sculptures in the National Trust garden;
  - the pleasure of painting and experimenting with a wide range of media.
38. Pupils reflect on the wonders of nature and the need to care for God's creatures and the environment and on the emotions evoked by the memories of educational visits and the range of new experiences. Pupils have wide-ranging opportunities to wonder at the artistic beauty of different cultures and ancient civilisations.

39. The provision for pupils' moral development is very good. Teachers recognise and encourage pupils' personal efforts throughout their time in school. The family values of the home and school form a basis for the school's policy on personal, social and health education. Pupils are given many opportunities to think carefully about the types of behaviour that are harmful to health or relationships, through discussion and role-play. The approach to reward and disciplinary issues is very positive and pupils are made aware of what is right and what is unacceptable. Staff are consistently fair and firm in their dealings with pupils, sending out clear messages that there are boundaries that must not be overstepped. The headteacher and staff provide excellent role models, treating all members of the school community and visitors with courtesy, consideration and respect. Consequently, pupils behave very well, are polite and value each other's work. Through the curriculum and informal discussions, pupils are made aware of world issues and, because of the well chosen range of fundraising activities, pupils are made aware of children and adults less fortunate than themselves and the responsibility of society towards them.
40. The provision for pupils' social development is very good. Teachers give pupils many opportunities for purposeful collaboration and investigations in lessons. Pupils in all classes have a wide range of responsibilities. The good range of extra-curricular activities and sports activities promotes the values of fair play, fellowship and teamwork. Contributing to the School Council and circle time gives pupils opportunities for raising and discussing issues of importance to the school. Pupils learn the skills of accurately representing the views of others. The school has adopted the *buddy system* and senior pupils who are buddies take their responsibilities seriously and contribute to the smooth running of the school at lunchtime. Geography lessons give pupils a wealth of opportunities for learning about lives in other parts of the world. Through history lessons, pupils are beginning to understand how society has changed in Britain since Roman times and, more recently, since the Queen was crowned.
41. The school provides well for pupils' cultural development. They learn about the art, music and lifestyles of people from a range of cultures in both this country and other parts of the world. For example, during Years 3/4 class studies about the Hindu religion, they learned how religious beliefs and customs impact on daily lives, styles of dress, food, music and art. The high quality of art in school contributes to pupils' cultural development. Sensitive teaching about the different faiths and cultures represented in present day Britain enables pupils to begin to understand a wider range of cultures. The opportunities for pupils to participate in Christmas and Easter concerts and Harvest Festivals also enrich their cultural developments. Village events where pupils participate in sports and Maypole dancing provide pupils with a good knowledge of the cultural richness and variety of the villages where they live.

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

42. The school is a very caring community where all pupils are valued and supported as necessary; it has a high regard for all aspects of pupils' welfare. Appropriate testing has been done to electrical apparatus and fire fighting apparatus, and fire drills have been regularly held. Pupils have responded well to training so that they are not hindered or at risk during the current building alterations. Members of the premises, health and safety committee undertake appropriate risk assessments and the findings are conveyed to the headteacher and full governing body. There are very good procedures and arrangements for child protection.
43. The procedures for monitoring pupils' attendance are good. The school secretary reconciles attendance upon a daily basis. A termly report on attendance is given to the governing body. Most parents respond very well in explaining any absences, with the result that unauthorised absence rarely occurs. There are regular meetings with the education welfare officer.
44. The procedures for promoting good behaviour are very effective. There are simple rules relating to classrooms, playground and dining rooms, which are known and understood by all pupils. The rules are displayed well at appropriate positions about the school. Because there are very good relationships throughout the school, and the school is a family community, there is no oppressive behaviour. Pupils said that they were very happy at the school and did not feel threatened in any

way. The school has the benefit of having a relatively large number of adults helping and supporting its work, with the consequence that pupils have ready access to good role models and respond very well.

45. There are very good procedures for monitoring pupils' personal development. The recent development of a School Council allows elected class representatives to articulate needs and wishes to improve school life. A buddy system of well-identified pupils wearing yellow hats allows pupils, especially younger children, to be supported in the playground and about the school; this further develops the very strong relationships throughout the school. Appropriate access is maintained to support agencies, with the school nurse playing an important part in the development of older pupils. The community police officer visits the school and cycling proficiency is well provided for. The development of a counselling service by the community

nurse is very good provision for those pupils who need specialist support. Teachers and the other adults who work in the school know the pupils very well and so needs can be recognised and appropriate support given.

46. The school provides very good educational support and guidance for all its pupils. Learning experiences provide equal opportunities for all pupils. The procedures for identifying and assessing pupils with special educational needs are very good. The school draws on a wide range of information to set and review appropriate targets for each pupil, track their progress and direct support to those who need it. All staff have received general training with regard to special educational needs and some staff have received training on specific needs. Trained teaching assistants and learning support assistants ensure that all pupils take an active part in lessons. Together with teachers, they monitor pupils' progress and the information gained is used to plan for individual pupils' learning. The school works closely with external specialist agencies, as the need arises. The school premises have been made more accessible to pupils and adults with physical disabilities.
47. The school is currently focusing on able children. It is working on the data available, together with individual target setting to decide what level of support is needed. It has tracked these pupils' progress from entry into the school and has examined the progress made by each individual.
48. Using assessment information to set short-term targets for improvement is particularly well established in English and it is very helpful that pupils have their individual targets in their books. Targets are also set in mathematics and communicated to parents, although they are not in pupils' books. Computer software is used well to keep track of pupils' progress in these subjects and the school recognises the need to extend this to other subjects, especially science. It will be necessary to define more precisely expectations in terms of the development and use of skills in each year group in order to connect assessment firmly with National Curriculum levels or expectations.
49. Pupils' work is marked regularly and there are examples, especially in English, where it is made clear what the pupil needs to do to improve further. The school is reviewing its marking policy and wants to move towards a situation where lesson objectives and task setting make very clear the exact nature of the intended improvement, in language that pupils understand. Through this the school intends that pupils will develop skills of self-assessment and will take a growing role in the setting of their targets.

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

50. The school has a very good partnership with parents; this maintains the position reported at the time of the last inspection. The school is at the heart of the community and some events, particularly those held by the very active and supportive Friends Association, are held with the support and needs of the community in mind, for example the annual Reach Fair.

51. Parents stated that their children were very happy at the school and that teachers were readily accessible to discuss any concerns. There are formal opportunities each term to review the progress of pupils. The school has a good system for enabling those parents with children starting school to meet the class teacher within a few weeks of their starting so that any concerns may be readily ironed out. As a result, children feel very secure and adapt well to the routines of the school. A few parents had concerns that they were not always fully aware of the progress of their children. Inspection evidence supports the view that the school provides good opportunities for any parent to be fully aware of all aspects of school life, particularly about the progress of their children. A school 'parents' mail' scheme allows parents to be fully aware of events and news in the school.

52. Annual reports of pupils' progress show a very good knowledge of pupils, and of the work they have done and, where appropriate, a clear indication of test results so that parents may compare these with national levels. The quality of information provided by the school is very

good, particularly about the school curriculum and the work to be undertaken in each class. In addition, there are the comprehensive school brochure, an attractively presented and informative governors' annual report and a regular supply of newsletters and letters.

53. The strong links are very effective in their impact on pupils' learning. Parents who returned questionnaires and those who attended the pre-inspection meeting with the registered inspector were generally very satisfied with the work of the school. Homework is regularly set, and many parents indicated that the reading record book is a very useful way of parent-school contact; comments that they made in these books resulted in teachers responding very well to any observations or concerns. Some parents had concerns about homework; inspection evidence indicated that this is set regularly in all classes, including Reception. These concerns may reflect the wide variety of parental views of homework. There were concerns about the range of activities outside lessons. In the view of the inspection team, taking into account lunchtime clubs as well as after school activities and educational visits, including residential experiences, the range and quality are good for a school of this size.

54. The school works closely with the parents of pupils with special educational needs. Parents receive full information regarding the school's provision for special educational needs and are regularly informed about their child's progress. They meet formally with the class teacher three times each year. They are welcome to share their concerns with the school and seek guidance at any time. Pupils' progress is enhanced as a result of the good partnership between home and school.

55. The school keeps parents of able pupils well informed; they are aware of their child's specific strengths and the provision available to them both in school and in the community. Workshops in science, music and other areas of the curriculum are available in the community. Parents provide good support at home and contribute effectively to the progress made.

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

56. The leadership and management of the headteacher and key staff are very good. At the time of the last inspection, the then headteacher and deputy were described as an effective management team. The headteacher and governors have addressed the recommendations of the last report with enthusiasm and determination. On completion of her induction, the new deputy headteacher is to have a key role in curriculum development and the monitoring of standards of teaching and learning. All teaching staff monitor and lead aspects of school improvement and contribute to the school improvement plan.

57. Leadership ensures clear educational direction and reflects the school's aims and values. The headteacher has a strong vision for the future development of the school and has gained the enthusiastic commitment of all teaching and support staff. The action taken to meet the school's

targets is proving very effective. There is a shared commitment to improvement and the capacity to succeed is very good. Together, the staff have established an harmonious and positive environment within which children learn successfully. Improvements in teachers' planning, assessment procedures, and monitoring and evaluation of the school's performance have been instrumental in raising standards. All staff are competent in identifying priorities, setting targets for improvement and monitoring and reviewing progress towards them. The short-term improvement plan identifies areas for development and includes time scales and cost implications; it is to be followed by a full, longer-term, three-year improvement plan.

58. The governing body fulfils its responsibilities very effectively. The governors have a very clear understanding of the strengths of the school and the areas for future development. They fulfil their legal responsibilities and play an important role in shaping the direction of the school and monitoring its performance. The headteacher works closely with the governing body and provides regular detailed reports for governing body meetings on curriculum development, standards, trends over time, financial implications and other matters. Governors with responsibility for National Curriculum subjects and other aspects of teaching and learning work closely with the school. The governors have established the necessary committees to assist

them in their work and each committee keeps the full governing body informed through written reports. They have developed a race equality policy and have ensured that the school grounds and buildings are fully accessible for adults and pupils with physical disabilities.

59. The headteacher, deputy headteacher and all subject leaders are fully involved in the monitoring and evaluation of the school's performance and the taking of effective action. The monitoring of teaching and learning in the classroom by the headteacher and local authority personnel has proved very effective in raising standards in teaching and learning. Subject leaders continue to develop their skills in monitoring and evaluating pupils' learning and are raising pupils' attainment and progress within their areas of responsibility. Improved planning contributes to pupils' ability to build on earlier learning; however, there is need for a more precise definition of the skills to be expected of pupils in different year groups in a mixed-age class. There has been a good improvement in teaching and a rise in standards since the last inspection.
60. There are good procedures for reviewing teachers' performance, and training is linked to this. Teaching assistants and learning support assistants are keen to participate in training and development opportunities and have developed their expertise in managing initiatives in literacy and numeracy. They give valuable support to pupils with special educational needs. There is a good programme of induction for teachers and teaching assistants who are new to the school and a very comprehensive staff handbook. The school welcomes students on work experience and is well-placed to become involved in the training of student teachers.
61. The leadership and management of special educational needs are very good and are a significant factor in the good progress made by pupils with special educational needs. The co-ordinator is ably supported by class teachers, trained teaching assistants and learning support assistants, and external agencies. The school fulfils its legal responsibilities with regard to special educational needs. The governor with oversight for special educational needs is well informed. She liaises with the co-ordinator on a regular basis and reports back to the governing body. The school works closely with the village college to which pupils transfer, in order to ensure the smooth transition of all pupils, including those with special educational needs.
62. The co-ordinator's current focus is the able child. There is a clear and concise policy, which focuses on provision at classroom level. Teachers have developed skills in extending pupils' thinking through the use of focused questioning and the provision of extension work. The co-ordinator is aware of the need to provide opportunities for pupils to develop their higher order skills through more open-ended investigative work. The school has drawn up an inventory of good practice, including the use of the school library service, national and local associations and the Internet.

63. The governors, headteacher and staff actively endeavour to promote equal opportunities for the personal and academic development and achievement of all pupils. This is a significant factor in the progress made by all pupils; for example, the quality of support given to a statemented pupil in ICT enabled him to make progress at the same rate as his peers. Resources are vetted for bias. Through their involvement in the formation of personal targets, class rules, the School Council, and areas of responsibility, pupils feel that they are valued and have an active role in the ongoing development of the school. Through discussion at all levels, the school continues to raise awareness of equal opportunity requirements. Its promotion of equal opportunities is evident in its open admissions policy, which welcomes pupils from a wide range of backgrounds, abilities and cultures. The school intends to apply for 'The Inclusive Quality Mark'.
64. Educational priorities are supported very well through the school's financial planning. The school makes very good use of new technology, for example for managing the budget and keeping track of pupils' progress. All expenditure is systematically budgeted for. The school administrative officer manages the school office very efficiently. Finances are managed effectively. Issues highlighted in the most recent audit report have been fully addressed. There is close liaison with the governing body and the school has ready access to outside expertise in managing its finances. The budget process is managed efficiently and governors are kept fully informed of spending levels by the headteacher. The strategic use of resources, including specific funds to support educational priorities such as special educational needs, is very good. The headteacher and governors employ the principles of best value to ensure that the school makes efficient use of all its resources, for example, in the purchase of computers. The governors and staff have a strategic overview, and the school's priorities for development are very appropriate. The governors allocate and agree funds to support the priorities identified in the school improvement plan. Financial reports demonstrate careful analysis of spending against aims. Money to cover building and extra staffing costs has prudently been carried forward to the current financial year.
65. The match of teachers and support staff to the demands of the curriculum is very good. The level of staffing, particularly with regard to teaching assistants, is good. Teaching assistants and learning support assistants are deployed very effectively. They make a significant contribution to the quality of teaching and learning in the school. All staff, including lunchtime assistants, make an active contribution to the development of the school and the good relationships that prevail. The premises staff play a significant role in creating a clean and attractive environment for learning.
66. Accommodation is satisfactory. Although it does not have a negative impact on standards, it is by no means ideal. Outdoor provision is satisfactory except for the lack of a covered outdoor area for the Reception class. Regular checks are made on the school buildings and grounds to ensure the safety of adults and children.
67. Resources for learning are good in most subjects. They are readily accessible and are used well to support pupils' learning. The library is adequate in size and is well resourced. Classrooms have an adequate number of computers. This has helped to raise standards in ICT. The range and quality of resources for use by each class at lunchtimes are good; they are used well.

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

68. **In order to further improve the quality of education provided and to raise standards further, the headteacher, the governing body and staff should:**
- (1) \*Raise pupils' attainment by the end of Year 6 in science by:
- building on the present good standards in Years 3 and 4, especially in terms of understanding the scientific method;
  - making sure that teachers have a good understanding of the expected standard of work in each year group;
  - promoting enjoyment of science through practical, investigative work;
  - using the analysis of test results to pinpoint areas of weakness;



- making sure that potentially higher-attaining pupils are sufficiently challenged.  
*(Paragraphs 108 - 118)*
- (2) \*Sharpen curriculum planning in some subjects to promote skill development from one year group to the next by:
- reviewing, where necessary, the existing curriculum plans to clarify what the desirable progression in terms of acquiring skills is;
  - conducting a skills audit to determine what standard should be expected in each year group;
  - developing moderated portfolios of work to support planning.  
*(Paragraphs 27, 59, 116, 127 and 156)*

- (3) \*Extend the use of assessment in enabling teachers and pupils to set short-term achievable learning targets by:
- using clearly defined and communicated learning objectives as the basis of end of lesson assessment;
  - encouraging pupils to assess their own learning and progress and to recognise what the next steps are;
  - making sure that pupils know what they need to do to achieve the next target or progress to the next level;
  - developing the existing good practice of involving teachers' assistants in the process of assessing and recording.
- (Paragraphs 21, 48 and 49, 98, 106, 117, 127, 150, 156)*
- (4) \*Provide secure outdoor play facilities for the Reception class by:
- governors' progressing their existing plans in collaboration with the local education authority.
- (Paragraphs 66, 71 and 87)*

*\*Existing priorities in the school improvement planning*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	48

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	15	13	2	0	0	0
Percentage	9.1	45.4	39.4	6.1	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 three percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	94
Number of full-time pupils known to be eligible for free school meals	16

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	20

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	11
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	4.9

#### Unauthorised absence

	%
School data	0.2

National comparative data	5.9
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	4	8	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	10	10	12
Percentage of pupils at NC level 2 or above	School	83 (71)	83 (76)	100 (88)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	12	11
Percentage of pupils at NC level 2 or above	School	92 (82)	100 (82)	92 (88)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	12	6	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	13	14
Percentage of pupils at NC level 4 or above	School	67 (82)	72 (91)	78 (91)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	17	17	17
Percentage of pupils at NC level 4 or above	School	94 (82)	94 (64)	94 (82)
	National	73 (72)	74 (74)	82 (82)

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

*Separate totals for girls and boys are not given in the above tables as less than 11 boys and/or girls took the tests, therefore individuals could be identified.*

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

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
79	0	0
0	0	0
5	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
3	0	0
0	0	0
6	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)	5.5
Number of pupils per qualified teacher	17.1
Average class size	24

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

Total number of education support staff	8
Total aggregate hours worked per week	171.25

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001-02
	£
Total income	293,789
Total expenditure	296,705
Expenditure per pupil	2,826
Balance brought forward from previous year	23,553
Balance carried forward to next year	20,637*

*\*Much of this was earmarked for building improvements*

**Recruitment of teachers**

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

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

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate

55%

Number of questionnaires sent out

95

Number of questionnaires returned

52

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	0	2	0
My child is making good progress in school.	52	38	8	0	2
Behaviour in the school is good.	42	48	4	0	6
My child gets the right amount of work to do at home.	35	44	17	0	4
The teaching is good.	54	42	4	0	0
I am kept well informed about how my child is getting on.	38	50	8	2	2
I would feel comfortable about approaching the school with questions or a problem.	73	23	4	0	0
The school expects my child to work hard and achieve his or her best.	44	48	2	0	6
The school works closely with parents.	46	48	4	0	2
The school is well led and managed.	73	27	0	0	0
The school is helping my child become mature and responsible.	65	29	4	0	2
The school provides an interesting range of activities outside lessons.	52	33	12	4	0

*NB: Some rows may not add to 100 because of rounding*

### Other issues raised by parents

- Parents felt strongly that the school had improved markedly in the last 12 months: 'It has energy.'
- Favourable comments about the improved ICT provision.

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

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

69. Children enter the Reception class in the September before they are five and there are very well structured arrangements, including visits to the school before they begin, to ensure a smooth start. Nearly all children have had pre-school experience in either a nursery or a playgroup. Standards on entry are average for the majority with some achieving slightly higher standards; there is considerable variation from year to year.
70. During the Reception year, children make good progress towards achieving the Early Learning Goals and, already, the majority of the present year group are well placed to exceed them by the end of the year. The higher-attaining children have already exceeded them and are working at National Curriculum levels in literacy and numeracy. Staff have developed very close and effective teamwork and have created a very effective first stage of learning for the children. There is a very strong emphasis on valuing each child and his/her interests and ability levels, which contributes to children's active participation in all aspects of learning.
71. The classroom is spacious and will be able to accommodate five computers when the building work is completed. Although there is a discrete play area, it is not equipped as attractively as the rest of the classroom and lacks some important features, in particular an outside area where children are able to extend their physical development. Existing resources are used very well.

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

72. Children make very good progress in their personal, social and emotional development because of the very good teaching and the contribution by the teaching assistants, including the special educational needs support. The staff expect the children to behave well, set very good examples in all activities and encourage them to succeed. The children quickly learn what is fair because all staff maintain clear routines and procedures, for example about taking turns. Staff tell interesting stories and sing songs, and this encourages the children to listen and join in. For example, the teacher sings a catchy tune as children are getting ready for activities and this encourages them to move quickly, especially when changing for physical activities where, with one or two exceptions, they manage very well. The very good relationships between all staff and children encourage the children to speak clearly; they gain in confidence and ask questions.
73. A particularly good example of personal development was observed during a personal and social activity lesson when all children were involved in selecting the 'Star of the Week'. They democratically chose the child by well-managed class discussions where each child said something positive about the 'Star'. There was a formal handing over of responsibilities for the week when the child who had been 'Star of the Week' welcomed the new 'Star' to his role. A pupil made a further suggestion that the new Star should lead the class out to the next activity.
74. Children are actively encouraged to take care of the class pets. These animals give them great pleasure during the week, and children look forward to their turn for taking them home at the weekend. This encourages their understanding of the responsibility that accompanies the enjoyment of caring. Children work well individually, in pairs and in the larger group activities. They concentrate very well during class activities such as story-time because of the well-established routines and high expectations of behaviour and learning.
75. The staff establish very good links with parents and carers and these contribute towards children's learning, attainment and very positive attitudes. Children can take reading books home every night and the majority of parents hear their children read. The reading diary, which is frequently used for two-way contact between staff and families, helps children's learning and enables any minor concerns to be quickly ironed out. However, although the majority of parents use them very well, a small minority do not maintain them regularly. The parents of children with identified

special educational needs and those who have concerns about their children

make very effective use of the wide-ranging home/school links. The reports are very detailed and relevant to each child and give each parent/carer a clear understanding of their children's strengths and areas for improvement in learning and personal development.

76. Children benefit from the very high quality of parental, family and community involvement. This is reflected in the wide range of visits and visitors, for example, the local vet and walks in the local area. Parents' support in lessons makes a very good contribution to children's learning and brings an extremely wide range of skills and interests that enrich children's lives. During the inspection week, a parent taught children how to make felt from sheep's wool; initially they thought that the task would be impossible but, in a very short time each child had learned the processes of carding, and fulling and had successfully made a piece of felt which was then displayed for all to see.

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

77. Children progress very well in all aspects of communication, language and literacy skills over the year. A significant proportion of children have already exceeded the Early Learning Goals and are working within the National Curriculum. Other children are well placed to exceed the Early Learning Goals and to work in the National Curriculum levels by the end of the year. For example, higher-attaining children write sentences, using capital letters and full stops. Most words are spelt correctly and others are phonetically acceptable.
78. Most children sequence pictures and match descriptions to them, recognise rhyming words and read for information. During the lessons, children worked independently and talked about the variety of foods on the table as if they were "Goldilocks", using very well chosen vocabulary. Most children develop their library skills well. During the inspection, with the help of a teaching assistant, they decided in which areas of the library they would look for information on "Houses". They selected books on houses in different countries, identified the materials used and compared the rooms illustrated in the books with the rooms in their own homes.
79. Children enjoy books; they handle them carefully and read well. Children listen with concentration to stories, understand the sequence and recognise humour. Most children read sentences confidently, fluently and accurately and use a wide range of reading skills. Nearly all children predict what will happen next and understand the difference between fiction, reference and poetry books. The higher-attaining children, especially, read with good expression and bring stories to life. In guided reading, lower-attaining children learned how to spell some frequently used words.
80. Children's knowledge of punctuation is above that expected for their age. Most children hold pencils with an accurate grip and their handwriting is consistent in size and legible and letters are well formed. Their teacher ensures that children have many opportunities to apply their writing skills; the overall quality of teaching is very good.

### **Mathematical development**

81. Children achieve well in this area of learning because of the many well-planned opportunities for them to learn about number, shape and pattern, not only in the mathematics lessons but also in other areas of the curriculum such as creative and physical development. The majority of children can count from zero to 100 and, during the lesson, counted speedily from zero to 30 and back. Most children know many addition and subtraction facts to 10, some extending this to 15. They recognise most coins and many children know how to give change. They match shapes and compare the size of bowls and chairs in activities related to the story of the 'Three Bears'. They recognise a wide range of two- and three-dimensional shapes, straight and curved edges and lines of reflective symmetry. The lower-attaining children have progressed very well from early stages in counting to using numbers to 10.

82. Teaching is consistently very good with some excellent features. The teacher knows individual children's levels of attainment and rates of progress because of the exceedingly rigorous assessment made by her and the teaching assistants; these are used when planning class and

group activities. The very well-planned activities, taught at a very brisk pace, promote very good rates of learning. All teaching assistants, including the assistant for the pupil with special educational needs, support children's learning very well.

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

83. The teaching and learning in this aspect of the curriculum are very good in all respects. The teacher gives children a very rich variety of activities that enables them to wonder at, learn about, appreciate and value the world in which they live. For example, children recently experienced a most enriching variety of activities based on the study of the Antarctic. The staff have dramatically made the entrance into the class, "The Antarctic"; the ambience is one of extreme cold and snowy conditions. Children's paintings of birds and other animals from the area show very high skills in shape, proportion, added texture and colour. Pupils used books for research in order to achieve accuracy and, during the inspection, showed great pride in their discoveries and activities. The topic culminated with children emulating the lives of explorers, eating a cooked meal made from dried vegetables and soup followed by bread and raisin pudding. Parents had helped children to prepare this meal and they ate it in the type of tent used by explorers in the "Antarctic Region" of the classroom. This range of activities not only increased their knowledge and understanding of the world and wildlife but also enhanced their personal and social development.
84. Children's learning is very well developed by the investigational approaches to learning about themselves, their health, many aspects of animal life, the study of plants and the environments of the school and the village. Children use ICT for a wide range of purposes; for example, they use art, numeracy and literacy programs well. They know that switches control a wide range of machines such as CD players, video recorders and washing machines. During a recent study of toys, they developed their knowledge and understanding of modern and older style toys, examined the materials used and read stories from a wide range of books. They produced a toy timeline and their early stages of chronology have been well developed.
85. They have many opportunities for making models from construction kits and for designing and also making their own. The staff strike a good balance between intervening and encouraging children to explore. The teacher extends the children's knowledge of different cultures and religions through a wide range of books, music and resources. Over the year children have learned about a number of festivals, especially Christmas where they learned the story of 'Babushka', a Christmas story.

### **Physical development**

86. The quality of teaching is consistently very good and the available resources are used very effectively. Consequently, children make very good progress in all aspects of physical development. In a dance lesson, children used a wide range of imaginative shapes, contrasting fluid and frozen shapes, and used their knowledge of "the Three Bears" when they made large heavy steps and contrasted them with the light, nimble and flexible steps of "Goldilocks". They moved in time to the music with higher levels of control and body awareness than expected for children of this age group.
87. Children handle construction equipment, pencils, paints and scissors with very good levels of dexterity and accuracy. When cutting felt to make the fringe on bookmarks and cutting shapes out of card and felt, they show increasing control and attention to safety and the majority are cutting smoothly and carefully around outlines. Children use the attractive grounds of the school well but do not have a secure external area with a safety surface where they can use climbing equipment and wheeled vehicles. The teacher and all staff compensate for this very well by the

use of available accommodation. Pupils with either physical or behavioural needs are given very good support and encouragement and make the same levels of progress as other children in the class.

## **Creative development**

88. The classroom is divided into many imaginative play areas, which are used well to extend children's creativity and language skills. Staff provide children with a very wide range of creative experiences. Children are encouraged to experiment when mixing paint or using materials and learn to handle equipment correctly and carefully. All staff interact well with children, skilfully extending their language and encouraging their imagination; the overall quality of teaching is very good. All staff involved have a very clear focus for each activity. They develop the children's musical talents well. Music is an intrinsic part of many activities and this promotes children's confidence both in music and in other areas of the curriculum. Every day there are musical rhymes to join in with and children participate with enjoyment in hymn singing during assembly. Children are completely engrossed in the many role-play activities provided, such as 'The Three Bears' House'. Children's artistic skills are very well developed; for example, they produce attractive designs and symmetrical patterns, and draw and paint creatures from the Antarctic. They appreciate cold and hot colours and know the effects of mixing colours and use that to good effect in their artwork.

## **ENGLISH**

89. Standards seen in reading and writing are close to the national expectation in Year 2 and on track to meet expectations in the national tests this year. Results in the 2002 National Curriculum tests for Year 2 in reading matched the national average and the average for similar schools. Results in writing were above the national average and above the average for similar schools. All pupils, including pupils with special educational needs, make good progress against their prior attainment and achieve well. Boys performed better than girls in 2002, but there are no significant differences between the attainment of boys and girls at the present time. In 2002, 83 per cent of pupils achieved the national standard in reading and writing. This represents good improvement since the last inspection in both reading and writing.
90. Standards seen in English are above the national expectations in Year 6 and are on track to be above national expectations in the national tests this year. Results in the 2002 National Curriculum tests for Year 6 were above the national average and the average for similar schools. They matched pupils' prior attainment. All pupils, including pupils with special educational needs, make good progress and achieve well. Boys consistently achieved better than girls over a period of four years until 2002 when girls achieved better than boys. Such differences are the result of the gender composition of the small cohorts; there are no significant differences at the present time. In 2002, 67 per cent of pupils achieved the national standard in English. This maintains the position at the last inspection but, nevertheless, represents good progress. Some movement of pupils in and out of the school and the number of pupils with special needs make it difficult to compare standards against prior attainment of a small cohort.
91. Evidence from the inspection shows that standards of attainment are improving. The raising of standards in reading, spelling and writing throughout the school is a priority this year. Improved planning and teaching, together with more systematic target setting, based on accurate assessment data, are having a positive effect. This is evident in the improved quality of work in pupils' books and the good progress made by all pupils in lessons observed during the inspection.
92. Standards in speaking and listening match those expected in Year 2 and Year 6. Most pupils listen carefully to each other and to adults, respond well to questions and discussions and respect the views of others. This was very evident in a lesson in Years 3 and 4 when pupils listened extremely well to the teacher and each other and were motivated to identify characters in a series of books from the outside (appearance) to the inside (feelings). Planned opportunities for speaking and listening are developed across the curriculum and reading aloud is a regular feature of lessons. The good use of questioning by most teachers encourages the more reluctant speakers to respond. During daily reading sessions, pupils experience a wide range of carefully selected material, which they are encouraged to discuss. Drama and role-play provide a range of

contexts for formal and informal speech. There are planned

opportunities for the development of speaking and listening skills during class discussions and paired and grouped activities in most subjects. In most lessons, there is a strong emphasis on the use of subject-specific vocabulary when speaking.

93. Standards in reading match those expected in Year 2 and are above those expected in Year 6. Pupils' enthusiasm for reading is a strength of their learning. The provision of a focused reading session every day is proving beneficial. The use of a structured reading scheme, in the early stages of reading, is helpful. A more consistent approach to the teaching of phonics is also proving beneficial. Pupils are developing efficient strategies to help them to read unfamiliar words. The school library is used well and research and referencing skills are taught from an early age. Pupils in Years 3 to 6 are becoming proficient in developing the skills of skimming and scanning books and of using the Internet for research. More able pupils appraise a text quickly and effectively. They use their knowledge of word formation and word derivations to construct the meaning of words in context. Older pupils are beginning to analyse how mood, feelings and attitudes are conveyed, using inference and deduction and making reference to the text. Some pupils have personal preferences for authors and types of text and express a personal response to literature. They appreciate the opportunity to borrow books from the school and some pupils belong to local libraries, also. Most pupils read regularly at home and parents are very supportive in hearing younger children read each night.
94. Standards in writing match those expected nationally in Year 2 and are above those expected in Year 6. The school's recent focus on improving writing has had a positive effect on raising standards. Planned opportunities for writing in other subjects have proved particularly beneficial. Pupils in Year 2 are beginning to write independently for a sustained period, as evidenced in their writing about 'Babushka'. During the inspection week, pupils in Years 3 and 4 concentrated on sequencing and describing a number of key incidents in the story they were writing, using powerful adjectives, such as 'exotic', and figurative language. Pupils in Years 5 and 6 developed their skill in planning quickly and making notes, using a skeleton frame for a non-chronological report on their school for pupils in a contrasting area of the country to read. They demonstrated a secure understanding of the structure of the text for a non-chronological report. Higher-attaining pupils conveyed meaning clearly, using both imaginative and precise vocabulary. Older pupils are encouraged to plan, draft and revise their own writing. The use of complex sentences is developed with appropriate grammatical sequence, connectives and punctuation. Most pupils enjoy reading and writing poetry using different poetic forms, rhyme and figurative language. Pupils in Years 3 and 4 have written shape poems, rhymes for the Reception class and poems to perform. Pupils in Years 5 and 6 have enjoyed writing Cinquain and Haiku poems with a prescribed number of lines and syllables. They have written poems about journeys, having been inspired by John Masefield's 'Roadways', and poems using similes and personification. One pupil wrote, 'The wind howls and whistles like an angry werewolf' and 'Flowers are wrenched off their feet'.
95. The school places strong emphasis on spelling. Phonics are now taught systematically in Years 1 and 2 and pupils' spelling is improving, as a result. By the end of Year 2, most pupils spell many common monosyllabic words accurately and make phonetically plausible attempts at spelling longer, polysyllabic words. The learning of weekly spellings has improved standards in Years 3 to 6. In Year 6, there is clear evidence of the accurate use of a range of spelling patterns, on the part of most pupils. In an excellent lesson in Years 3 and 4, pupils used a thesaurus or an 'on-line thesaurus' competently to find powerful verbs to describe emotions and actions, when rewriting the opening of a story; many of their vocabulary choices were adventurous and effective. Information and communication technology is used well to reinforce correct spelling and improve writing.
96. Appropriate emphasis is placed on neat handwriting and presentation. Handwriting is practised regularly, with the result that it becomes increasingly legible, correctly formed and neatly presented, as pupils move through the school. Parents of pupils in the Reception class and

Years 1 and 2 have had the opportunity this school year to attend a meeting on the reading strategy and have received a comprehensive booklet on how they can help their children at home.



97. The National Literacy Strategy is implemented well. It provides the structure for the progressive development of pupils' reading, writing and word level skills. Investment in a good range of resources has helped teachers to deliver all the elements of the strategy effectively. Early literacy support is provided in Year 1 and additional literacy support is given in Year 3. Further literacy support is planned for Year 5. Learning objectives are shared with pupils in each lesson and opportunities are provided for them to assess what they have learned. Pupils transfer their reading, writing and spelling skills well to other areas of the curriculum. Marking is generally good. It celebrates the strengths of pupils' work and, at its best, indicates the next steps that pupils should take in order to improve further. Literacy is developed in a wider sense, for example, when pupils take part in school productions, such as 'Babushka', in Years 1 and 2. It contributes to pupils' spiritual development through an appreciation of the writings of others and the expression of their own thoughts and feelings, in speech and writing. Group and paired work and class discussion aid their social development. The study of texts from a range of countries and cultures enhances cultural development. Moral issues are considered as they arise, as, for example, during the story of Joseph in Years 1 and 2, when pupils were adamant that Jacob should not have favoured Joseph but, nevertheless, it was wrong of the brothers to upset Jacob by pretending that Joseph was dead.
98. The quality of teaching and learning is very good, overall. The strengths of teaching are teachers' knowledge and understanding and effective planning which takes into account the needs of all pupils. In addition, teachers' expectations are very high and there is a good level of challenge for all pupils. The strong focus on basic skills is a major factor in the improvement of standards. The very good management of pupils, combined with their good behaviour and very good relationships, is a key factor in pupils' very good learning in lessons. Very effective teaching methods engage and retain pupils' interest and concentration and they are motivated to apply considerable intellectual effort to their work. They show enthusiasm and interest and are able to concentrate for long periods of time. The management of pupils is a strength of teaching, enabling time to be used to the full. Teaching assistants provide very good support to pupils who experience difficulties. Regular homework is used very well to consolidate and extend the work in the lesson. Through the use of targets, which are regularly reviewed, pupils in Years 1 and 2 have a good knowledge of their learning and pupils in Years 3 to 6 have a very good knowledge of their learning. All pupils, including pupils with special educational needs, make very good gains in their knowledge, skills and understanding, due to very good teaching and support.
99. The curriculum is enriched by visiting authors and poets, who conduct workshops. There are good procedures in place for monitoring pupils' academic performance. Procedures for the formal and informal assessment of pupils' attainment and progress are well established. The subject leader monitors teachers' planning and pupils' work. The headteacher monitors teaching and learning in the classroom.
100. Leadership and management of English are very good. The subject leader is enthusiastic and knowledgeable. She has produced a clear and helpful policy, and displays a very clear vision for the development of English. Very effective whole-school systems have been established, which reflect the school's aims and values and ensure that there is a strong emphasis on basic skills and equality of access and opportunity for all pupils. Pupils' literacy skills are systematically developed across the curriculum and many opportunities are taken to use ICT resources to support and extend learning.

## **MATHEMATICS**

101. Standards seen in mathematics are in line with national expectations in both Year 2 and Year 6. Most pupils now make satisfactory progress as they move up the school and achieve well across most aspects of the mathematics curriculum. However, there is room for further improvement in respect of investigative work and applying mathematical skills to practical situations and across the curriculum. Results in the 2002 National Curriculum tests for Year 2 were above the national average for all schools and for similar schools. Results in the national tests for Year 6 in 2002 were in line with the national average for all schools and for similar

schools. Almost all of the pupils in Year 6 last year had progressed by at least the expected two National Curriculum levels from their performance at the end of Year 2. As noted earlier, the size of each year group is too small for comparisons between different years to be valid.

102. Planning for mathematics lessons is firmly based on the National Numeracy Strategy and, at best, included sharply defined learning objectives, matched well to the pupils' existing knowledge, skills and understanding. On other occasions, however, it was insufficiently clear exactly what pupils were intended to get better at during the lesson. Nevertheless, the overall quality of teaching and learning in the lessons observed was good and examination of pupils' work completed during the current school year confirms this judgement.
103. A very good lesson with pupils in Years 1 and 2 included very clear learning objectives and tasks that were varied according to the existing attainment and age of the pupils in the two year groups. Questions of different levels of difficulty were directed at Year 1 pupils or Year 2 pupils as appropriate. For example, Year 2 pupils were expected to name even numbers in different decades and to explain how they knew that their choice was even. Tasks were set at four different levels, including provision for a group of Year 2 pupils who worked mainly independently. Focused support provided by the teacher and her two assistants enabled all pupils to make good progress in the lesson and to gain a good foundation for subsequent work. The teacher's assessment of pupils' learning, through questions in the final part of the lesson, was usefully supported by the teaching assistants, who made notes on the responses of individual children. As in other lessons, the role of the teaching assistants in enabling all pupils to take a full part in the lesson was very important. Examination of the work of a sample of pupils shows that they have made satisfactory progress in number work, measurement, money and in shape and space. However, a past over-reliance on commercially produced worksheets has meant that some pupils have not had sufficient experience of taking responsibility for their own recording. This is an area for further improvement.
104. Pupils in Years 3 and 4 improved their skills in investigating number patterns in a well-taught lesson during the inspection. The teacher used every opportunity to encourage pupils to look for patterns when adding 3 or 5 consecutive numbers and successfully extended pupils' understanding through the use of well-targeted questions. In addition, most pupils identified the odd numbers between consecutive multiples of 10. Learning was to be reinforced well through the provision of homework, at three different levels, on further investigation of patterns.
105. The work in the books of pupils in Years 5 and 6 indicates satisfactory progress in number work and in some aspects of data handling and graphical work. Pupils had also applied their number knowledge well when changing measurements of lengths between different metric units. There was little evidence of work on shape and space. During the inspection most pupils made good progress in terms of their knowledge of different sorts of angles and of estimation and measuring angle size using a half-circle protractor. Good features of the lesson included the link made between the mental starter, where pupils rehearsed addition facts to 18, 36, 180 and 360, and the main, angle-based part of the lesson. ICT was used well to promote learning through computer software in the introduction to the angle work and to support the learning of pupils with special educational needs.
106. Based on the lessons observed and examination of pupils' books, the overall quality of teaching is judged to be good. Most pupils, including those with special educational needs, make good progress as they move through the school. There is scope for further improvement in the precision with which learning objectives are phrased and shared with pupils and in displaying key mathematical vocabulary in classrooms.
107. The co-ordinator has a clear commitment to raising standards and recognises clearly what needs to be done. In particular, she recognises the potential of ICT for supporting and extending learning and the need for more planned use and development of mathematical skills in other subject areas, for example science, geography and design and technology. Developing work on using and applying mathematics and investigational work across the mathematical curriculum is rightly seen

as crucial to improving standards and to enabling more pupils to experience the 'buzz' that engaging in mathematics can give.

## SCIENCE

108. Pupils' attainment in science is in line with the national average in Year 2 and below it for pupils in Year 6. Pupils make satisfactory progress overall; it is very good in Years 1 to 4 but has been unsatisfactory in Years 5 and 6. Since September, all pupils in the Year 5/6 class were covering the same work with very few opportunities for investigations and they have not built successfully on the standards attained in the previous years. For most of this time their class teacher was absent. Current standards in Year 6 are similar to last year's national tests results.
109. Pupils with special educational needs are well supported and make good progress towards their specific targets. They make the same levels of progress as the rest of the pupils in their classes. There is no significant difference between the standards of boys and girls.
110. Pupils in Years 1 and 2 make very good progress and benefit from exceedingly challenging investigations. During the inspection, for example, they observed the change of state of warm wax as it cooled and recorded their observations in meticulous detail. They related this investigation to previous work, when they compared the differences between melted and solid chocolate and between water and ice. Consequently, they developed a clear understanding that these changes are examples of reversible actions.
111. In Years 3 and 4, pupils tested different types of soil for solubility. Before the investigation, they observed the texture and colour of the samples, discussed possible reasons for the differences and related these to their geographical studies. The teacher handled the discussion and reasoning very well and, by well-judged questions and comments, carefully guided their reasoning. Pupils successfully completed the experiment, making careful observations and comparing the results with their predictions. The analysis of pupils' work shows that they are given excellent opportunities for observing, measuring, reasoning and recording their findings either in written accounts or graphically. Since September, they have benefited from excellent opportunities for investigation and their work is very well presented.
112. This high quality of work has not been continued into Years 5 and 6. Pupils have completed too many worksheets where the higher-attaining and lower-attaining pupils have been given the same activities. In the lesson observed, pupils showed that they understood the water cycle and the majority explained evaporation and condensation, relating this to weather conditions; however, the potentially higher-attaining pupils were not challenged well enough. Judging from the analysis of their work, they are not well placed to exceed the national expectation of Level 4. The class teacher, who is the science co-ordinator, intends to organise booster classes in the next few weeks in an attempt to improve standards.
113. Pupils' attainment and progress are directly related to the quality of teaching, which is very good in Years 1 to 4, judging by the lessons observed and the analysis of work seen. Here, the high quality of investigations and range of scientific learning contribute to pupils becoming young scientists and researchers. Particular strengths in the teaching are:
  - teachers know their pupils very well and have high expectations;
  - the scientific work is relevant and exciting;
  - assessment is successfully used to guide and, where necessary, amend planning;
  - teachers have very good subject knowledge and teach basic skills of science very successfully;
  - very good teaching of scientific methods and very well-planned resources ensure that pupils understand the purpose of their work;
  - the successful management of the different ability groups within mixed age classes is very good;
  - very high quality shared planning between class teachers, special educational support staff and teaching assistants contributes to focused attention on different groups of pupils;

- although no gifted and talented pupils have been identified in science, the teachers know their higher-attaining pupils and plan appropriately;
  - written work is regularly marked and evaluative comments help pupils to understand how they can improve.
114. Science contributes well to pupils' personal, social and health education and citizenship and children know the importance of a healthy diet and the dangers of drugs, smoking and alcohol. Sex education is taught as part of the science curriculum and the school nurse supports this work.
115. The co-ordinator for science has been recently appointed and has not had the opportunity to monitor standards fully. She has, however, identified many areas for development. The curriculum committee has rightly identified science as an area for improvement. The co-ordinator has written a policy that is currently in draft form and will be discussed at a governors' meeting.
116. The science curriculum as planned is broad and balanced and includes many opportunities for investigations. The two-year rolling programme ensures that pupils do not repeat topics. However, at present there is no written guidance on the progression of scientific skills and the quality of the curriculum is too dependent on the quality of teaching and not on a planned progression of skill development.
117. Test results and teachers' own assessments are carefully analysed to identify strengths and weaknesses in pupils' learning. This information is used to track the progress of individual pupils and set targets and is successful in the infant and lower junior classes. This needs to become consistent throughout the school. Assessment should support the progressive development of skills from one year group to the next. The governors and senior management team at the school are aware of the need to raise standards in science. This is reflected in the very detailed range of strategies for improving science and making it fun. They have identified the procedures to be taken and the personnel to be involved.
118. Although no unsatisfactory lessons were observed during the inspection, the analysis of pupils' work in Years 5/6 shows some elements of previous unsatisfactory teaching, especially the lack of challenge and insufficient opportunities for investigations. Worksheets have been over-used, resulting in unsatisfactory opportunities for independent recording. Pupils' literacy and numeracy skills are not as effectively used across the curriculum in this class as they are in other classes and there are few examples of the use of ICT to support and extend learning. Pupils are not given regular homework in science, although, last year, staff and the governors organised a Science Fair, which was very successful in involving parents in their children's creations and investigations.

## **ART AND DESIGN**

119. Standards in art and design are good. Pupils in Year 2 and Year 6 achieve standards above national expectations. In Years 1 and 2, pupils work with a wide range of materials and previously completed work shows that they develop their skills well in all aspects, especially observational drawing, weaving and the use of ICT. They used a program for designing patterns, in some cases using many colours and also black and white images. They studied the work of Mondrian and created patterns in his style. In Years 3 and 4, pupils' recent artwork related to the cultural and religious aspects of the Hindu faith. This work showed careful use of colour, accurate proportion and shape in their illustrations of Hindu gods and many Hindu customs.
120. The curriculum is broad, balanced and enriching and pupils' learning is enhanced by the planned opportunities to incorporate art into other subjects. This works well as pupils learn about art from other cultures and different historical periods; for example, pupils illustrated many aspects of the historical periods they study. Pupils are very well motivated and confident when experimenting with new techniques; they clearly gain pleasure in artistic composition. They have very positive

attitudes to art, enjoy it and take pride in accurate and carefully produced work. Consequently, art makes a very positive contribution to their spiritual, moral, social and cultural development.

121. The quality of teaching is good overall. Teachers use the work of artists and different traditions and cultures well to inspire their pupils. Teachers develop pupils' ICT skills purposefully and creatively in their art lessons. Sketchbooks are used carefully for experimenting and focusing on detail in most classes, but their use and the quality of work in them are inconsistent and variable.
122. The co-ordinator undertakes her role efficiently, creatively and with flair. She has very good personal skills and an intellectual and evaluative approach to art, and this is reflected in the good progress that pupils make as they move up the school. She has a thorough understanding of the levels of attainment of pupils, the strengths and weaknesses in the subject and has begun to develop the use of ICT in recording visual evidence of pupils' work.
123. Resources are good and effectively used. Pupils' learning is enhanced by visits that increase their awareness of art in different environments. For example, pupils in Years 1 and 2 created a three-dimensional Christmas collage based on the theme 'Evergreen'. Pupils now in the junior classes developed their observational and drawing skills during a visit to a National Trust garden. Their pencil sketches of 'David and Goliath' showed high quality awareness of texture, proportion and perspective.

## **DESIGN AND TECHNOLOGY**

124. One lesson, in the class for pupils in Years 1 and 2, was observed during the inspection. Further evidence has been drawn from displays of work, teachers' planning, photographic evidence, a discussion with the co-ordinator and conversations with pupils. This evidence indicates that standards throughout the school are broadly in line with those expected nationally, with some examples of work of a higher quality. Pupils with special educational needs make progress at a similar rate to their classmates.
125. The lesson that was observed was very sharply focused on achieving the clear learning objectives, which were to do with learning about fabric patterns and using a 2-dimensional paper pattern when making Joseph's dream coat. The lesson planning was very good and made the most of opportunities for cross-curricular links, for example with art and literacy. ICT was used well in exploring repeating patterns, and discussion about fabrics from Africa and Japan, for example, promoted multicultural awareness. Other adults, as well as the teacher, supported pupils' learning well. Teaching assistants supported those who needed it or supervised experimenting on the computers, and a parent volunteer supported those who were undertaking research in the adjacent library area. Pupils experimented confidently with sticky paper of differing widths and colours and quickly produced repeating patterns; others including pupils with substantial special educational needs, confidently selected brush sizes and colours when designing patterns via a computer program. The work of many pupils was above national expectations for their age in terms of design and making skills. The pupils made good progress in this lesson because they were presented with interesting activities that built upon their previous skills and there was a good match of activities to the needs of the pupils.
126. Before the inspection, pupils in Year 3 and 4 had looked at techniques for making simple pneumatic systems – making monsters move by using air. They had worked effectively in teams and the finished articles looked appropriately scary and all worked. The project had clearly been successfully used to develop design and making skills. There were some good examples of planning cake making and decorating in the work of pupils in Years 5 and 6; this had clearly been a popular and successful project with the finished products having been fully evaluated after completion! A project on designing a piece of headgear for a character in a story had been planned well and ideas stimulated through display of a wide variety of hats. In addition, literacy was promoted well through extending pupils' knowledge and vocabulary relating to different types of hat.
127. Because only one lesson in design technology was observed, it is not possible to comment about the quality of teaching throughout the school. However, a scrutiny of the evidence indicates that the teaching is at least satisfactory, overall. Pupils make satisfactory progress throughout the

school. In order that progress may become better, it will be necessary to define more precisely the progressive development of skills from one year group to the next. End of lesson and unit assessment needs to be based on clear learning objectives in terms of skill acquisition.

128. The subject is well led and managed. The co-ordinator has conducted an audit of resources and organised them in a way that directly supports teachers when working on a selected unit of work. She has rightly identified the need to improve pupils' critical evaluations of their work as a development priority. She also recognises that the use of ICT is underdeveloped in this subject, in that opportunities for utilising design software, exploring control possibilities and using the Internet for research purposes do not figure strongly in teachers' planning.

## **GEOGRAPHY**

129. Standards in Year 2 and Year 6 match those expected nationally. Owing to timetabling arrangements, it was not possible to observe any geography lessons in Years 1 and 2. However, the teacher's planning and pupils' work show that standards in Years 1 and 2 match those expected nationally. Progress for all pupils, including pupils with special educational needs, is good and all pupils achieve well.
130. There is a strong emphasis on fieldwork and geographical enquiry skills. Pupils in Years 1 and 2 develop their knowledge, skills and understanding of the local area as they explore the school grounds and the local environment. They study photographs and maps and produce plans and maps of the local area. Their awareness of places beyond their own locality develops as they follow the travels of Barnaby Bear around the world, tracing his route on maps and globes, discussing his method of travel and finding out about the physical features, climate and way of life of the places that he visits. They learn about the life of Katie Morag on the Isle of Struay in Scotland and compare and contrast life on Struay with life in Swaffham Prior.
131. Pupils in Years 3 and 4 investigate the local area and discuss how it has been changed by people. They develop their understanding of contrasting places further afield, through a visit to Bury St Edmunds. As they research the physical and human features, they compare and contrast them with those of Swaffham Prior. During the inspection, they re-examined the photographs that had been taken and studied two large maps, contrasting the two localities in terms of residential, agricultural and leisure facilities. Their mapping skills are well developed. Pupils in Years 5 and 6 have studied a number of countries in the European Union and in Europe as a whole. During the inspection, they watched a video about the Netherlands and made notes on the human and physical features, enabling them to compare the polders with the Fens and contrast the bustling ports and cities of the Netherlands with the villages, towns and cities of the Fens. On another occasion, they made links with literacy as they produced a brochure to attract people to a European city of their own choice.
132. The quality of teaching and learning is very good. Teachers demonstrate very good knowledge and place strong emphasis on geographical enquiry skills and first-hand observation where possible, thus ensuring that pupils' acquisition of knowledge, skills and understanding is very good. Mapping skills are taught very well. Teachers have very high expectations and plan very effectively. They set challenging open-ended tasks that meet the needs of most pupils. Pupils are interested, enthusiastic and motivated, as a result. Learning objectives are made clear to pupils and opportunities are provided for them to assess what they have learned. Pupils in Years 3 to 6 have a very good knowledge of their own learning. The management of pupils is very good and promotes very good learning. Time and resources are used very well and teaching assistants give valuable support to pupils with special educational needs. Pupils show a developing sense of responsibility for their own learning and respect for the contribution of others in discussion.
133. The quality and range of learning opportunities are good. Strengths of the curriculum are the use of questioning skills, fieldwork and the breadth of study. Pupils' social development is enhanced as they work together in groups and explore the local area. Their literacy skills are developed through discussion and writing. Links with mathematics are made through measurements and

work on position and direction. Pupils use Logo, Roamer, and a Multimap program, and create databases on the computer. Opportunities are provided for pupils to discuss moral issues in relation to environmental factors, such as pollution. Pupils gain some understanding of other cultures as they trace the progress of Barnaby Bear around the world and study life throughout Europe and the European Union.

134. The subject is very well managed by an experienced leader. She has a very clear sense of educational direction. Standards are improving, through the emphasis on geographical enquiry skills and fieldwork. Well-established procedures for assessing and monitoring pupils' progress help to ensure progression in learning. Resources are good and are used well to promote learning.

## **HISTORY**

135. Standards in history match the standards expected nationally in Year 2 and Year 6. History is not being taught this term, as it alternates with geography on a termly basis. However, teachers' planning for last term and the work in pupils' notebooks show that standards match those expected nationally. All pupils, including pupils with special educational needs, make good progress and achieve well.
136. History and geography are planned on a two-year cycle, so that pupils in mixed aged classes cover the full programme of work. Pupils are encouraged to pose historical questions and research the answers, thus developing their historical enquiry skills. Pupils in Years 1 and 2 study famous people and events, and toys, homes and schools in their grandparents' and great grandparents' time. Pupils in Years 3 and 4 take on the role of historical detectives as they carry out research on the Romans and Anglo-Saxons, the Ancient Egyptians and the Tudors. Year 5 and Year 6 pupils research information on the Ancient Greeks, Victorian Britain, Britain since the second world war and local history.
137. It is not possible to comment directly on teaching, although the available evidence suggests that teachers' historical knowledge is very good and that they teach historical enquiry skills well, although planning for the progressive development of skills is not always made clear. Pupils show a thorough knowledge of the events and people that they have studied, particularly when they have participated in linked visits. Lessons are very well planned and pupils develop their literacy skills through report writing and imaginative writing. Their social development is enhanced through group work, discussions and visits. Pupils in Years 1 and 2 correctly use terms connected with the passage of time and are able to place some objects and events in chronological order. Pupils in Years 5 and 6 show sound factual knowledge of past societies and historical periods and are beginning to select and combine information from different sources, including the Internet and CD-ROMs.
138. The quality and range of learning opportunities are good and the curriculum is enriched by visits to places of historical interest to extend pupils' learning. These include the Fitzwilliam Museum (Ancient Egyptians), Kentwell Hall (Tudors), Ely Museum and the Cambridge Folk Museum (Victorians), Colchester (Romans), West Stow (Saxons), Duxford Air Museum (Britain since the second world war), Swaffham Prior House and Balwin Manor (local studies).
139. Leadership and management of history are very good and ensure clear educational direction. The school's aims and values are reflected in the work of the subject. Standards are rising, through the encouragement of the use of historical enquiry skills and visits to places of historical interest. Procedures for assessing and monitoring pupils' attainment and progress are in place and assessment is used to guide curricular planning. Resources are good and support pupils' work in history.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**



140. At the time of the last inspection it was reported that pupils' competencies in ICT throughout the school were improving but were not yet sufficiently high. Since that time the co-ordinator, with very good support from governors, particularly the link governor, and parents, has developed resources and staff expertise. Improvements in pupils' standards are working through the school; in Years 1 to 4 standards are above national expectations, while in Years 5 and 6 they are average with evidence of above average work in some aspects, including word processing and use of the Internet. Pupils do not yet have sufficient opportunities to explore the control aspect of the subject, although plans are in hand to remedy this. The inspection team observed some good examples of the use of ICT to support and extend learning in other subjects but the co-ordinator has rightly identified extending this as a priority for further development. The subject is very well led and managed. The provision of a club, run by the co-ordinator with the support of the link governor, effectively supports the learning of pupils who do not have access to computers at home; this helps these pupils to be fully included in what the school offers through the ICT curriculum.
141. Evidence of what pupils have done and can do was drawn from the observation of two lessons, teachers' planning and conversations with them and governors, examples of pupils' work, and observations of pupils using computers in other lessons. Teachers' planning shows that there is a rolling programme of units, appropriate to the needs of mixed-age classes. In most cases, lesson planning includes clear, achievable learning intentions, for example, 'create links between pages using action buttons to create an action link', that can then be used for assessment purposes.
142. No lessons were observed in the class for pupils in Years 1 and 2 during the inspection. However, pupils in this class showed complete confidence in using a painting program to support their work on designing patterns for their individual versions of 'Joseph's Amazing Technicolor Dream Coat'. Work on display includes good black and white pictures created in response to looking at woodcuts as well as drawings of the school and paintings of three hedgehogs. Pupils in this class have collected weather data and displayed it as a chart and have written letters to teaching assistants and parents thanking them for their help. ICT is very well integrated into the teacher's planning and organisation; pupils, including those with special educational needs, make good progress in developing their skills and overall standards are above national expectations.
143. Pupils in Years 3 and 4 have continued to make good progress and their word processing work shows improvement in terms of layout, variations in font size and type, and in their use of colour. They confidently merge text and pictures and have developed images using repeated patterns. Maps showing their routes to school have been accessed via the Internet as part of their work in geography and pupils successfully located and used the web site about the author that they were studying in literacy. During a well-taught lesson during the inspection, pupils from this class were developing their understanding of designing questionnaires to accommodate responses in terms of numbers, text and selected choices. By their answers to questions, pupils showed a sound understanding of spreadsheets and questionnaires and a readiness to follow up this work on an individual basis. The resources of a projector linked to a laptop computer, with images projected on to a white board, were used well to promote the learning of all pupils.
144. Pupils currently in Years 5 and 6 did not have as good an ICT experience in their earlier years in the school as that of their successors and strenuous efforts are being made to help them to catch up. During the inspection they benefited from an excellent introduction, using linked laptop and projector, to multimedia presentations. The teacher made the lesson very relevant to the pupils through linking what they were going to learn to its potential use in the presentation of their geography projects. Because of the teacher's very good subject knowledge and presentation of the material in a way that matched very well the learning needs and styles of the pupils, they made very good progress. The lesson proceeded at a very brisk pace with frequent well-focused questioning to check for understanding and real clarity in task setting, for example, 'Now I want you to think logically.' Through critically examining sample pages from a prepared presentation, pupils developed a very good understanding of links and ordering pages and many were confident that they would be able to carry out the task. The concluding part of the lesson was used very

well to focus on what pupils had been expected to learn and to anticipate further developments in terms of information, sound and voice-overs. The lesson was highly successful not only in promoting very good learning but also in terms of motivation. To quote one Year 5 pupil at the end of the lesson, 'That's the best ICT lesson I've ever had. I'm going to do that at home tonight.'

## **MUSIC**

145. Standards in music are in line with national expectations for pupils in Year 2 and Year 6. Pupils make satisfactory progress overall, especially in their knowledge and understanding of notation, composition and performance.
146. In Years 1 and 2 pupils' singing is enthusiastic, tuneful and harmonious. This reflects the quality of teaching and the classroom support. Pupils recognise, compare and contrast musical rhythm and beat. The lesson observed finished with a particularly challenging activity where one half of the class beat the rhythm and the other pupils clapped the beat. All pupils maintained their own parts throughout the performance and achieved well.
147. During the inspection, pupils in Years 3 and 4 listened carefully to an excerpt from 'The Carnival of the Animals'. They listened critically and justified their opinions about the music. They used a range of percussion instruments when composing their own musical patterns related to the story.
148. Pupils in Years 3 to 6 progress very well in reading graphic scores: for example, pupils in Years 5 and 6 recognise all notes from semi-quavers to minims, keep a steady beat and clap rhythms from sight. They sing rounds in four parts with accurate pitch and good vocal projection and successfully maintain the melody.
149. Teaching is very good overall. Teachers have good personal skills in music and therefore teach basic and more challenging musical skills very well. Their very good personal skills in singing are reflected in pupils' ability to sing with good feel for rhythm and style of the song. They have very good relationships with the pupils, enthuse them and give them a wide range of musical activities.
150. The recently appointed co-ordinator has developed a policy and scheme of work. At present the teachers are considering a commercial scheme that will ensure greater continuity and progress, especially when lessons are taken by non-specialist teachers. The assessment of pupils' progress in acquiring skills is underdeveloped. There are sufficient resources for music and the school intends to buy more instruments that reflect the wide range of musical traditions represented in multicultural Britain. At present there is little evidence of the use of ICT to promote and extend learning in music.
151. Pupils listen to a wide variety of music during assembly and they learn about the composition, the cultural background and the composer. There has been a school choir and pupils perform in church at Christmas, Easter and at the Harvest Festival. Children from Year 3 onwards learn to play the recorder and during the inspection week performed during assembly. They played accurately, tunefully and with a steady rhythm. Pupils in the junior classes have the opportunity to play a stringed or woodwind instrument. Music contributes positively to pupils' spiritual, moral, social and cultural development.

## **PHYSICAL EDUCATION**

152. The attainment of pupils throughout the school is broadly in line with national expectations. Each class has timetabled indoor and outdoor lessons each week. Outdoor lessons were observed in the classes for pupils in Years 1 to 4. The lessons for Years 5 and 6 fell outside the inspection period. The school has its own swimming pool and older pupils use the facilities at the local community college; the vast majority of Year 6 pupils can swim 25 metres unaided. Pupils in Years 5 and 6 benefit from an annual opportunity to enjoy outdoor and adventurous activities as part of a residential experience.

153. In the lessons observed, the quality of teaching was good and pupils, including those with special educational needs, make good progress. Strong features of the lesson with pupils in Years 1 and 2 were the teacher's continual focus on improvement, her good demonstrations of what was required and the provision of opportunities for pupils to show what they had learned. The lesson proceeded at a good pace with extra challenge in terms of catching while moving, working with a partner and building in accuracy. Pupils knew that they had got better at throwing accurately and at catching. The contribution of teaching assistants was valuable in providing good individual support so that all pupils could take a full part in the lesson.
154. Pupils in Years 3 and 4 also improved their ball control in another well-paced and organised lesson. The teacher ensured that there was progressive challenge by varying the size of ball that pupils used and the degree of control required, for example bouncing a ball around the outside of a hoop. Most pupils learned to throw over-arm or to bounce a ball to each other so that it could be caught.
155. Teachers incorporate good warming-up and cooling-down routines in their lessons and give adequate time to them, using the available time well. Teachers change for physical education lessons, taking the opportunity to convey to pupils the different nature of the subject and the need to dress appropriately.
156. The co-ordinator provides enthusiastic and well-informed leadership. She has bought good quality resources and ensured that they are well stored and accessible. There is a need for more big apparatus suitable for younger children. Plans to develop the work in dance to promote more multicultural awareness are well founded, as are those for increasing parental involvement and exploring the potential for using ICT to support learning in physical education. A clearer identification of the skill levels to be expected of pupils from different year groups within a mixed-age class is also necessary. Extra-curricular activities make a valuable contribution to raising standards. They include football, hockey and multi-sports.

## **RELIGIOUS EDUCATION**

157. Standards throughout the school are satisfactory and meet the requirements of the locally agreed syllabus. Pupils benefit from an enriched curriculum that gives them a good understanding of the many aspects of Christianity and the wide range of other faiths in the world and in multi-faith Britain. Pupils make good progress throughout the school in their knowledge and understanding of religious education. Although only one lesson was observed, other evidence was taken from displays, discussions with pupils and analysis of work in books.
158. Year 2 pupils have a good knowledge and understanding of some of the key aspects of Christianity. They have a good general knowledge about where Jesus lived; for example they know that he lived in Galilee, an area of deserts and uneven roads. They contrasted the homes, occupations and lifestyles of people from that period with those of today. Pupils know some of the miracles and parables of Jesus, and, during the inspection, learned about the miracle of the fishermen whose nets were filled to breaking point after Jesus told them to cast their nets. The teacher added to the interest of the lesson when she showed a computer image of the type of fish that lived in the Sea of Galilee. Pupils know that Christians worship in different types of churches and know many details of the architectural and religious aspects of the local church. They recall the story of 'Babushka', a Russian Christmas story which they performed last Christmas. They also know that Diwali is an important festival for Hindus and learned about aspects of other religions from the displays in school.
159. By Year 6, pupils have extended their knowledge and understanding to include a wider range of faiths; for example, pupils in Years 5 and 6 understand that all the information contained in the Old Testament refers to the Jewish faith. They know some important events and relate them to the people. For example, they learned that God told Abraham to go to another land, and studied some aspects of the family lives of Abraham, his son Isaac and Isaac's family. They have studied

some Jewish festivals and understand their importance to Jewish people today; for example, Succoth and the Chanukah.

160. Pupils understand the importance of signs, symbols and rituals in religion and develop their understanding of the importance of religion to people's lives. They consider moral and social issues, especially those concerning the rights of different groups of people, and understand that some people encounter hardship because of their faith. Although only one lesson was observed, pupils' work and displays reflect good teaching. Discussions with Year 3 and 4 pupils about Hinduism showed a wide range of knowledge and understanding; for example, they know that most Hindu families have a shrine at home for prayer in addition to worshipping at the Mandhir. They understand that Hindus worship different gods on different occasions; for example, Ganesha, the elephant god of travel, is worshipped when they move house.
161. The leadership and management of the subject are very good; the curriculum is well planned and enriched by visits to the local churches. The recently appointed co-ordinator plans to introduce visits to places of worship of other religions. The resources are satisfactory and supplemented by loans that enhance the quality of pupils' learning about other faiths.