

INSPECTION REPORT

**DICKLEBURGH (VOLUNTARY CONTROLLED) PRIMARY
SCHOOL**

Dickleburgh

LEA area: Norfolk

Unique reference number: 121085

Headteacher: Mr J Richards

Lead inspector: Mr Ian Naylor

Dates of inspection: 7th - 8th June 2004

Inspection number: 255970

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	97
School address:	Harvey Lane Dickleburgh Diss Norfolk
Postcode:	IP21 4NL
Telephone number:	01379 740080
Fax number:	01379 740080
Appropriate authority:	The governing body
Name of chair of governors:	Rev'd Janice Scott
Date of previous inspection:	8th June 1998

CHARACTERISTICS OF THE SCHOOL

Dickleburgh is a small school. Most pupils are from white British backgrounds. There are no pupils in public care, and no refugees, asylum seekers or pupils whose first language is not English. There were no exclusions in the last year. No pupils have statements of special educational need, but 22 pupils do have special educational needs requiring school action. Pupils are from family backgrounds representative of a cross-section of the community. Only three pupils joined, and two pupils left, the school before the end of the last school year. Many of the current pupils are not from the immediate area because the school draws from a wide catchment area. The school received the Investors in People Award in 2003. Year groups are small and classes have mixed year groups. The level of attainment on entry is low.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2090 6	Ian Naylor	<i>Lead inspector</i>	English; Information and Communication Technology; History; Geography; Personal Social and Health Education; Citizenship.
1406 6	Gillian Hoggard	<i>Lay inspector</i>	
1066 8	David Walker	<i>Team inspector</i>	Mathematics; Design and Technology; Physical Education; Religious Education.
3131 9	Dot Hunter	<i>Team inspector</i>	Foundation Stage; Art; Music.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a sound and improving school. Teaching and learning are never less than satisfactory across all sections of the school, and many lessons are good. Standards overall are satisfactory or better, and there is potential for them to rise further. The new headteacher is providing a sense of purpose and direction to the management of the school. This is having a positive impact upon pupils' achievements. Headteacher and governors are working well together. Under their leadership, the school has created an orderly and caring community in which pupils display a positive attitude to learning. A steady improvement in standards has been achieved, and parents are pleased with all the recent developments.

The school's main strengths and weaknesses are:

- **The headteacher is giving firm leadership, and a clear direction for the school's future development.**
- **Pupils are happy in school, and their behaviour and attitudes to work in lessons are good.**
- **Standards, and teaching in science, are good, and are a strength of the school.**
- **The lack of permanent teachers over a period of more than two years has created instability in both the teaching and the pupils' learning, and has adversely affected standards.**
- **Good opportunities exist for pupils to participate in sport, both during and after school hours.**
- **The quality of teaching in the Foundation Stage is good, and children's progress has improved significantly.**
- **The outside play provision for children of five and under is unsatisfactory.**
- **The links with parents and other schools are good.**
- **Insufficient challenge is provided for higher attaining pupils, and many have little awareness of their own strengths and weaknesses.**
- **Standards in information and communication technology (ICT) by Year 6 are below the national average.**

Commentary

The school has been seriously affected by frequent changes of staff since the last inspection. This has affected pupils' learning and lowered their standards of achievement. With the appointment of the new headteacher, the school has entered a new phase in which expectations of pupils' attainments are higher, and there is a better liaison between all sections of the school community. In particular, the governors and headteacher have a good working relationship, and this is helping to drive the school forward. Assessment procedures are now satisfactory. There have been improvements in ICT, particularly in staff training, equipment and resources. These have helped to raise pupils' achievements, but have not yet brought them into line with national expectations. Improvement across the school since the last inspection is satisfactory.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	E	D	D
mathematics	C	E	B	B
science	C	D	B	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is satisfactory by the end of Years 2 and 6. **In 2003, standards in Year 6 in English fell below average when compared with all schools nationally and with similar schools. In mathematics and science standards improved, and were above average. Inspection evidence in lessons, and examination of pupils' work, confirms an improved situation by the end of Year 6. The school is on track to see standards rise to near average in English, and to sustain their previous levels in mathematics and science, in the national tests at the end of the year. At the end of Year 2, standards in reading, writing and mathematics are satisfactory. Achievement in the Reception class is good, particularly given the low attainment on entry to the school, and pupils make good progress in meeting the Early Learning Goals. Progress for pupils with special educational needs (SEN) is satisfactory. The performance of girls is sometimes better than boys, mainly because more boys have SEN. Standards in science and physical education are good. Achievement and progress are unsatisfactory in ICT.**

Pupils' moral, social, spiritual and cultural development is good. **Their attitudes, behaviour, personal development and relationships are good. Attendance is satisfactory.**

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching and learning are satisfactory overall. **Teaching is good in science and in physical education and in the Reception class. It is satisfactory in English and mathematics. It is unsatisfactory in ICT. Sound support is given by teaching assistants to pupils with SEN and those who have low attainment. Teachers manage pupils well, and plan lessons with a range of interesting activities. Although teachers have generally sound expectations of most pupils, more could be done to challenge higher attaining pupils. The curriculum is satisfactory overall. The majority of pupils take part in a wide range of sporting activities, including several successful out-of-school clubs that extend pupils' opportunities to learn, and make it fun. The care and welfare of pupils, including health and safety procedures, are good. The partnership with parents has improved dramatically recently and is now good. Good links with other schools are maintained, and sound links sustained with the community; these widen the opportunities for learning and give support to pupils' achievement, progress and self-esteem.**

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. **The drive, vision and enthusiasm of the new headteacher are beginning to have an impact on academic standards, behaviour**

and pastoral care; he also represents a good role model to staff and pupils. Recently, the headteacher and governors have jointly undertaken a reform of the work of the governing body, with new committees and clearer terms of reference. A new agreed school plan extends the monitoring and evaluation role of governors for academic standards and the curriculum. Sound policies and planning procedures are in place for all school activities. The governing body fulfils all its statutory duties and successfully ensures inclusive provision for all pupils. The financial administration and controls are satisfactory, and there is an efficient school office.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils and their parents hold the school in high regard. Parents' responses are mainly positive. They stress the great improvement that has been made in the school since the appointment of the new headteacher. Pupils are happy with their school, and feel that they make good progress in their learning.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- **Ensure that the school has a full complement of permanent teaching staff.**
- **Provide more opportunities and challenge for higher attaining pupils, and increase opportunities for self- assessment for all pupils.**
- **Improve the quality of teaching and learning in ICT, particularly in Years 5 and 6.**
- **Provide secure outside play provision for children of five and under, including equipment to extend their physical skills and co-ordination.**

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall evaluation

Standards have improved over the last two years; they are now satisfactory or better.

Main strengths and weaknesses:

- **Pupils' overall achievement is showing signs of improvement in English, especially in Years 5 and 6.**
- **Achievement and progress in science is good.**
- **Lower attaining pupils make at least satisfactory progress, but some higher attaining pupils are not sufficiently challenged.**

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	17.3 (14.6)	15.7 (15.8)
writing	15.4 (15.0)	14.6 (14.4)
mathematics	17.4 (17.3)	16.3 (16.5)

There were 14 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	26.1 (25.6)	26.8 (27.0)
mathematics	27.9 (24.7)	26.8 (26.7)
science	29.6 (27.5)	28.6 (28.3)

There were 14 pupils in the year group. Figures in brackets are for the previous year.

Commentary

1. In 2003, standards in Year 6 in English improved from the previous year, but were below average when compared with all schools nationally and with similar schools. In mathematics and science, standards improved significantly and were both above average. At the end of Year 2, standards in reading were well above the national average when compared with similar schools, and they were above average in writing. In mathematics, standards were above average, despite the difficulties over staffing and the lack of continuity in teaching for many pupils. The trend in the national tests since the last inspection has shown that at the end of Key Stage 1 standards were above the national average, but those for Key Stage 2 were below. However, great caution is necessary in making comparisons with other schools because of the small number of pupils involved in this school.

2. Inspection evidence in lessons, and the scrutiny of pupils' work, confirms an improved situation. The school is on track to see standards rise in English, and to sustain their previous levels in mathematics and science in the national tests at the end of the year. Achievement and progress of pupils by the end of Years 2 and 6 are satisfactory. For many, the rate of progress is good. Achievement in the Reception class is good, particularly given the low attainment on entry to the school. The improved quality of teaching, higher expectations by teachers of pupils' attainment, and a generally more stable staffing situation, has resulted in sustained progress.

3. **Progress for pupils with SEN is satisfactory. The work given to a few higher attaining pupils is not sufficiently challenging or specifically targeted; as a result, the number of pupils attaining Level 5 in the national tests is lower than it could or should be. The performance of girls is sometimes better than boys, mainly because there are more boys with SEN. Older boys, especially in Year 5, lack motivation. The school has recognised these obstacles to learning, and has recently taken steps in the school plan to improve these areas by giving additional support and introducing new teaching strategies.**

4. **Achievement and progress have improved overall in English and mathematics as a result of good teaching; lower attaining pupils have also made good progress, especially in reading, as a result of receiving additional support. Currently, standards are judged to be at the expected levels at both the end of Year 2 and at the end of Year 6. Pupils' achievements overall are satisfactory. In science, the good achievement and progress is the result of the consistently good teaching and high expectations of pupils.**

5. **Standards in physical education are also good. Achievement and progress are satisfactory in art, design and technology, history, geography, music and religious education. They are unsatisfactory in ICT.**

Pupils' attitudes, values and other personal qualities

Overall evaluation

Attendance is improving, and is now satisfactory; punctuality is good. The behaviour of pupils and their attitudes to work are good. Personal development is often well promoted, but there are some weaknesses.

Main strengths and weaknesses:

- **Behaviour in and around school is good, and very good in the Foundation Stage; some examples of silly and immature behaviour were noted.**
- **Pupils are generally happy and enthusiastic about their school.**
- **Personal development is often good, but opportunities are missed to offer pupils responsibility and insight.**

Commentary

6. **As a result of the firm action taken by the new headteacher, attendance has improved from a below average figure last year, and it is now in line with national averages. Pupils arrive at school and to lessons on time.**

7. **Pupils mostly behave well both in and out of class, particularly the children in the Foundation Stage. In lessons at each key stage, pupils are generally willing and enthusiastic in their responses. Reception children are very good at working together and helping each other, and class routines are well managed to ensure maximum learning time. In the playground, boys and girls play happily together. Older pupils sometimes help younger ones; there are several sets of siblings in the same class, which encourages a family atmosphere, much appreciated by parents.**

8. **Pupils themselves display positive attitudes about their school. They enjoy finding out new things, and feel that teachers are helpful and fair. Almost half,**

however, felt they were not trusted to do things on their own. To an extent this reflects the lack of opportunities for responsibility. School council members talked proudly of the changes they had helped to bring about; the introduction of playground toys, and the newly painted toilets. In lessons they are generally keen to learn, though some, especially boys, do not always listen and give their full attention. Extra curricular activities, sport in particular, are very well supported, and the older pupils interviewed felt proud and happy about their school experience.

9. Pupils with SEN are generally well motivated and keen to make progress. Their attitude to learning is usually good. They have good relationships with the learning support assistants (LSAs) and generally value the assistance they receive.

10. Personal development of pupils is good in some areas but not so good in others. Social and moral development is promoted well. The school is small enough to function as a close caring community, and each child is well known to at least one member of staff. Residential trips, school productions and sporting fixtures all help pupils to get along with each other. There is a clear code of conduct which everyone understands. Pupils also undertake fundraising for charities, including Barnardo's and the Children's Fund. However, wider opportunities are missed for pupils to take over responsibilities in the life of the school. For example, the school council only meets infrequently; and pupils could do more to help in the playground.

11. Spiritual and cultural development are good. They are well supported by ideas and work introduced in personal, social and health education (PSHE), religious education and in assemblies; by visits to the local church, theatres and the local dance and music festival. However, there is little to prepare pupils for the multiracial and multi-ethnic society outside school. Children in Reception class are well on course to achieve the early learning goals in personal, social and emotional development by the end of the Foundation Stage.

Attendance in the latest complete reporting year 2003(%)

Authorised absence	
School data	6.1
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

N.B. Attendance has improved in the last two terms and figures are now nearer the national average.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – any other White background

No of pupils on roll
96
2

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Overall evaluation

Teaching and learning is satisfactory overall in Years 1 to 6, and good in the Reception class.

Main strengths and weaknesses:

- **None of the teaching seen was less than satisfactory, and the teaching observed in many lessons was good.**
- **Teachers use the national strategies for literacy and numeracy well.**
- **Teaching makes clear to pupils what they will learn.**
- **Learning support assistants (LSAs) provide good support, especially for low attaining pupils and those with SEN.**
- **The use of ICT to assist pupils' learning is unsatisfactory.**
- **Self-assessment by pupils is not yet used uniformly across all subjects to support pupils' learning.**
- **There are insufficient opportunities for higher attaining pupils to increase their rate of learning.**

Commentary

12. **Teaching is good in science and physical education, and in the Reception class. It is satisfactory in English and mathematics. It is unsatisfactory in ICT. Overall, teaching has made satisfactory progress since the last inspection.**

13. **There have been considerable changes to teaching personnel over the last few years, and currently there are several temporary posts. Nevertheless, the leadership of the school has managed to sustain high morale and satisfactory standards amongst the teachers and learning support staff.**

14. **Teachers manage pupils well, and plan lessons with a range of interesting and relevant activities. They have satisfactory expectations of pupils' participation and effort. However, more could be done to challenge higher attaining pupils.**

15. **Teachers are conscientious in their planning and preparation, and most lessons have interesting and relevant activities that motivate pupils. Although teachers know the abilities of pupils well, the needs of different ability groups are not uniformly recognised in lesson planning. Teachers make clear to pupils at the start of lessons what they are going to learn; this gives them clear objectives at which to aim.**

16. **Teachers use the national literacy and numeracy strategies to support learning in English and mathematics, and this is helping to raise the standards in these subjects. The teaching and assessment of pupils' reading skills is good, and is boosted by regular homework. The use of homework to help pupils in other subjects is patchy, and needs to be more consistent: some good examples were noted during the inspection.**

17. **Assessment is satisfactory overall. It is best in the core subjects of English, mathematics and science. In the Reception class, assessment and monitoring of progress is very good. It is not as well organised in ICT and the other subjects. Recent progress has been made in tracking pupils' progress, and in analysing the outcomes of pupils' performances in the national tests and assessments. This has helped teaching to focus better on areas that need further improvement, and specific strategies to support learning. This work is still in the early stages and not enough is achieved yet to give good support to higher achieving pupils. The school is pursuing a more cohesive and targeted approach to assessment which, when fully operational, should give more emphasis to key areas such as pupil self-assessment and the setting of more precise learning objectives by teachers.**

18. **The teaching of pupils with SEN is satisfactory. Teachers are aware of pupils' difficulties, and provide suitable tasks which meet the requirements set out in their individual education plans. Pupils with SEN make sound progress in learning. The individual and small group support provided by the LSAs make a significant contribution to the pupils' progress in literacy and numeracy skills. No specific attention is given to pupils who are gifted and talented, and the promotion of specific learning strategies for higher attaining pupils is a weak area in many subjects.**

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	13	7	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

The curriculum

Overall evaluation

Overall, the curriculum provision is satisfactory. It is good in the Foundation Stage. The curriculum has shown satisfactory improvement since the last inspection. The curriculum is enriched by additional physical activities available after school. The accommodation is satisfactory, as are resources.

Main strengths and weaknesses:

- **The school provides well for pupils with SEN.**
- **The curriculum is enriched through extra-curricular provision, particularly in physical activities.**
- **The school ensures that all pupils are fully included in all aspects of its life.**
- **The provision for ICT, and its use in other subjects, is unsatisfactory.**
- **There are shortcomings in the accommodation for pupils in the Foundation Stage.**
- **The number of temporary staff teaching subjects other than English, mathematics, science and ICT, has adversely affected the progress in those subjects.**

Commentary

19. **The curriculum is broad and balanced in the range of subjects offered. However, in terms of attainment and progress, the subjects other than English, mathematics and**

science, do not achieve the same standards. The curriculum meets all statutory requirements. The curriculum for the children in the Reception class and the provision for science throughout the school are good. The national strategies for literacy and numeracy have been successfully implemented, and contribute to the pupils' achievements in these subjects.

20. The school has recently re-organised its arrangements for teaching ICT. However, at the time of the inspection, these arrangements for teaching the subject were not fully completed, and the use of ICT to complement and enhance teaching and learning in the other subjects of the curriculum remained unsatisfactory.

21. The school provides opportunities for all pupils with SEN to have equal access to all areas of learning. The provision for pupils' PSHE development is only satisfactory. There is a sound policy, but this is not yet fully implemented.

22. The curriculum is particularly well enriched through extra-curricular provision in physical activities. The school has links with several local sports clubs. There are football, netball and rounders teams, and pupils play cricket and participate in athletics in the summer. Additionally, there are opportunities both within the timetable and in out-of-school time for dance, swimming and short tennis. Other opportunities for learning outside the classroom are the library and gardening clubs, and an annual residential school journey. Extra-curricular activities are promoted by the Thursday 'Out-of-School' achievement assembly, where pupils talk about their hobbies and interests.

23. The school makes the best use of its accommodation. Although satisfactory overall, there is a lack of a safe outdoor play area for children in the Reception class. The school has a sufficient number of teachers, but all subjects of the curriculum are not taught equally well because half of all appointments for teaching are temporary. The quantity and quality of support staff is well matched to the school's needs.

Care, guidance and support

Overall evaluation

Care, welfare, health and safety are all good, but some opportunities are missed to give pupils more involvement in, and responsibility for, their own learning.

Main strengths and weaknesses:

- **Pupils are well cared for.**
- **Pupils are not given enough opportunities to express their views or get advice about their work.**

Commentary

24. **Everyday care and welfare is well managed. Attendance rates were below average, but closer attention on them during the current school year has resulted in a steady improvement. Despite the instability of staffing, the management of behaviour is now consistent. Shared expectations mean that everyone is clear about standards, and parents feel this has noticeably improved behaviour. Child protection arrangements are satisfactory. The school building is clean and well maintained and**

offers a light and airy environment in which to learn, which parents recognise and appreciate.

25. Although there is a school council, this meets too rarely to be really effective. There are no proper arrangements in classes to raise issues, and council members report that their classmates are not very interested in what has been discussed. They do feel they have achieved some worthwhile changes, such as the playground toy trolley, but they are not yet an active democratic forum. The information available to pupils about their academic work is not yet applied consistently. Some, usually older pupils, know where they are in relation to National Curriculum Levels and how to improve their work. Pupils in Year 6 say they are beginning to have targets set for them. Younger pupils are less clear about what they should be achieving, and are not always sure that homework is marked or returned.

26. Non-statutory tests are undertaken at the end of each year, but more could be made of them to really focus on pupils' individual strengths and weaknesses. Individual education plans are effectively implemented, both through support within lessons and through targeted withdrawal by learning support staff. However, there are no programmes designed to extend the abilities and skills of gifted and talented pupils. Pupils with SEN are not sufficiently involved in deciding their targets for individual education plans. The special needs co-ordinator (SENCO), teaching staff and the LSAs, work effectively to meet the needs of pupils with SEN.

Partnership with parents, other schools and the community

Overall evaluation

Links with parents are good, and parents are generally positive about the new direction the school is taking. Links with other schools are good, and developing.

Main strengths and weaknesses:

- **A comprehensive range of information is provided for parents.**
- **Parents hold generally positive views about the school.**
- **Transition to secondary school is well organised.**

Commentary

27. A range of information is provided for parents, and they feel well informed. There are lively regular newsletters, and a selection of notice-boards that carry information that is particularly useful to parents. Reports to parents are detailed and helpful; they include points for action and comments by pupils. Regular parent consultations are offered, which parents find useful. The school brochure is informative and well presented, as is the governors' annual report to parents. Weekly merit assemblies are warmly supported by parents, as are school productions such as the Christmas performance.

28. Above all, parents feel the recent 'open door' policy is a welcome change, and they are able to discuss matters informally with staff when dropping off or collecting their children. They feel their children are happy at school and enjoy all the activities:

they praise the leadership and management and high expectations of staff. Most feel strongly that the school is now moving in the right direction and rapidly improving.

29. Transition to high school is well managed; parents and pupils feel comfortable about the move. A community worker from the high school visits Dickleburgh to discuss areas which may be worrying pupils, such as bullying or finding their way around a new school. This is complemented by visits to the high school later in the summer term by pupils about to transfer. Former pupils also return on work experience and write letters to younger ones explaining what life is like at secondary school. As a result, Year 6 pupils are happy and confident about their impending move to secondary school.

LEADERSHIP AND MANAGEMENT

Overall evaluation

Leadership and management are satisfactory. Governance is also satisfactory.

Main strengths and weaknesses:

- **The new headteacher has established strong direction and control.**
- **The headteacher and governors are working collaboratively to raise standards.**
- **There are greatly improved relationships with parents.**
- **Governors have a sound understanding of the strengths and weaknesses of the school.**
- **The school plan has well judged strategies for improvement, and the timescales for these are realistic.**
- **The leadership of some subjects needs further development.**

Commentary

30. **Since the appointment of the headteacher there has been an increased sense of purpose, and a strengthening of the direction and control of the school that has been recognised by parents, staff and governors alike. The drive, vision and enthusiasm of the new headteacher have improved staff morale, and is beginning to have an effect upon overall school standards. He provides a good role model to staff and pupils. The headteacher has already had an impact upon achievement and progress of pupils, with higher expectations demanded of them, and more consistent recognition of the progress they have made. There has been a dramatic improvement in the implementation of the building programme, with the refurbishment of a classroom and the installation of an ICT suite. Further work to extend facilities for staff and pupils is well in-hand. The headteacher has re-established good relationships with parents, and they are very pleased about this.**

31. **A considerable improvement since the last inspection has been achieved recently in the way in which the headteacher and governors work in harmony together. The headteacher and governors have jointly undertaken a reform of the work of the governing body, with new committees and clearer terms of reference now in place. The impact of these changes has not yet become fully apparent. However, governors now work in step with the staff of the school, and there is a shared will to improve the standards of pupils. The governing body fulfils all its statutory duties and successfully ensures inclusive provision for all pupils. The governors are committed and knowledgeable about the school, and have a sound awareness of what needs to be done to move the school forward. They realise that they need to have a closer association with staff, and to support them by conducting regular and more rigorous monitoring and evaluation. The governors are very aware of the need to secure a stable and permanent teaching work force and are working to this end. They have sound plans to implement the changes to staff working conditions, but these are not yet in place.**

32. There is now a new agreed school plan that extends the monitoring and evaluation role of governors for academic standards and the curriculum. Priorities for future development are laid down in the plan within a realistic timeframe, and the predicted associated costs or resources to secure implementation are carefully calculated. Sound policies and planning procedures are in place for all school activities. Although there are some subject 'health checks' prepared by subject leaders, these do not yet feed into the school plan to help strengthen the direction of teaching and curriculum development in subjects. Weak subject leadership for some of the subjects other than English, mathematics and science, is slowing progress and limiting attainment. The school has begun to make evaluations of its own performance and is now tracking the academic progress of pupils more systematically. These processes are still in the early stages of development. The performance management of headteacher and teachers is satisfactory, and helps to contribute to raising pupils' standards. Systems for regular appraisal have not yet been extended to LSAs or other ancillary staff.

33. The school works successfully with the local education authority and receives good support from advisory staff and from the county financial services. The headteacher and governors carefully monitor the school budget so that spending plans are set which reflect school priorities. The financial administration, procedures and controls are satisfactory and there is an efficient school office.

Financial information

Financial information for the year April 2002 to March 2003.

Income and expenditure (£)	
Total income	288,807.00
Total expenditure	310,410.00
Expenditure per pupil	2,901.00

Balances (£)	
Balance from previous year	12,045.00
Balance carried forward to the next	15,500.00

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. Provision for children in the Foundation Stage is good, an improved picture from the last inspection. Children are prepared very well for transfer into Year 1. Attainment on entry is below expectation, as many children have not had access to any pre-school experience. Links are already being developed with the recently opened Nursery in the village. All children achieve well because the teaching is good. There is challenge and high expectation in lessons with clearly differentiated activity to match the needs of individuals. There is also evidence of clear planning, based on the six recommended areas of learning. The co-ordinator liaises with LSAs but, because no one person is assigned to the Reception classroom, effective planning, monitoring and assessment by them are difficult. All adults who work with Reception children provide excellent role models. There is good monitoring and assessment of progress by the teacher. The overall accommodation and resources are satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is very good.

Main strengths and weaknesses:

- Children achieve well because of the high expectations of staff, the good teaching and the careful monitoring and assessment of their progress.**
- Every opportunity is taken to foster the children's development in order that they make good progress and achieve well.**
- Supportive relationships are being established so that the children's self esteem is raised and they feel confident and happy.**

Commentary

35. This area of learning is particularly well taught and, by the end of the Reception Year, the majority of children are likely to have exceeded the expected levels. Most are able to conform to the high expectations of the staff, and benefit from the good role models that the adults provide. The children know what is expected of them. The adults constantly encourage children and praise their efforts publicly so that all can feel successful. Snack time is a calm period when children show their understanding of good manners; waiting turns and saying 'thank you' when offered fruit to eat. Children listen very well, understand that they need to share and take turns, and are able to take part in discussions, whilst valuing everyone's contributions. They work together very well. They are interested and eager to learn, concentrate for long periods of time, and are motivated to succeed even when not directly supervised. Adults intervene appropriately in children's activities by asking good questions. This

extends learning, encouraging them to take a pride in their work. Strong support from teachers helps children to feel secure, and confident to seek help when required.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good.

Main strengths and weaknesses:

- **Teaching in communication, language and literacy is good.**
- **Teachers and support staff take every opportunity to develop children's language skills.**
- **Activities are varied and motivate children to achieve well.**

Commentary

36. **Teaching in communication, language and literacy is good. Children make good progress, and many will meet expectations in this area by the time they enter Year 1. They listen attentively, and the teacher's skill in questioning and giving explanations helps to widen their vocabulary. Imaginative activities prompt children to think deeply and choose appropriate language to describe what they are doing. All children will, with encouragement, join in discussions in the class.**

37. **Children take books home regularly to be shared with adults, who have a dialogue with the school by using the home school diaries. Children enjoy hearing stories and understand how to use books and enjoy them. They learn the keywords in a new reading scheme. Children make good progress in sound recognition, learning through rhymes, sound and picture games. Some use picture cues to tell the story.**

38. **Constant reinforcement from adults helps the children to recognise sounds, match them to letters and begin to build simple 3 letter words when they write. They have opportunities to write labels and travel details when using the role-play areas. Many children in the Reception class copy words from their wordbooks and will attempt to spell words on their own. Staff ensure that pencils and crayons are held correctly and that letter formation is accurate.**

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good.

Main strengths and weaknesses:

- **Teaching is good in this area of development.**
- **Teachers take every opportunity to promote mathematical development in all activities.**
- **Teachers plan a wide range of activities to ensure that children achieve well.**

Commentary

39. Teaching is good in this area of learning, with a wide range of interesting activities available to the children. Children are able to count and use numbers to twenty, and count in tens to a hundred. They write numbers and do simple sums. The most able can partition numbers to ten in a variety of ways. Adults question children and constantly use a variety of words with mathematical associations, such as *above, below, one more than, one less than, tomorrow, yesterday*, in many incidental ways to help develop their vocabulary. Children understand concepts of position and the ordering of numbers. They know the main colours, can recognise two and three-dimensional shapes, such as square, triangle, cube and cylinder, and have an understanding of their properties. They have an appreciation of time, and many can tell the hour on the clock. Children can sequence patterns and interpret data from pictorial graphs, including who has the smallest or biggest feet in the class. They use the class computer independently to play mathematical games.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is very good.

Main strengths and weaknesses:

- **Planning provides a wide range of activities that promotes learning.**
- **Teachers careful questioning helps the children to develop a sense of time and place from an early age.**
- **Children are confident in their use of computers.**

Commentary

40. **The quality of teaching is very good, and extends children's knowledge and understanding of the world, and they make good progress. Many will exceed the expected levels by the time they reach Year 1. Children learn about the human body, and are able to name the parts. They know about plant growth, and can predict what will develop from the tiny seeds which they plant and watch grow. Children consider different ways of making journeys. Careful questioning by staff allows children to decide which ways are appropriate when going from one place to another, and they make good responses to justify their answers. They draw maps showing directions and use computer programmes to move to the right or left, forwards or backwards. They listen to religious stories such as the journeys made by Mohammed's father to Mecca. Children use the classroom computer regularly and have the confidence to use programmes independently. They are confident and eager to talk about their activities and can move the mouse with dexterity.**

PHYSICAL DEVELOPMENT

Provision in physical development is satisfactory.

Main strengths and weaknesses:

- **All children benefit from well-planned activities in physical education.**
- **There is good use of physical activity to extend learning in other areas.**
- **Outdoor play experiences are limited and provision needs to be improved.**

Commentary

41. **Children enjoy physical activity both indoors and out and make satisfactory progress. It is likely that some will reach the expected goals by the end of the year. They have limited access to the outdoor play area because gates to the playground are left unlocked and they cannot go out and play unsupervised. Spontaneous opportunities for learning through the use of the outdoor environment are limited. Outdoor play equipment needs upgrading, and children should have access to a carefully planned, secure and stimulating outside area that will help them to develop physical skills. Children are responsive to teachers' expectations during physical education in the hall. In the process of making sequences of movement, the children**

move in different directions, and the teacher's use of language continually reinforces mathematical and positional vocabulary. Children develop fine motor skills in a variety of activities in the classroom. They use scissors, thread beads, build with construction toys and handle paint-brushes, glue, sellotape, crayons and playdough confidently.

CREATIVE DEVELOPMENT

Provision in creative development is good.

Main strengths and weaknesses:

- **Good planning gives many opportunities for creativity in a variety of situations.**
- **Children are aware of their teachers' high expectations and produce careful work.**

Commentary

42. **Teaching in creative development is good, and children develop their language and imagination through role-play and a range of other activities. By the end of the year many will have exceeded the expected goals in this area. Children paint, colour and use scissors and glue to make models and sculptures. They enjoy singing in a range of different activities, not necessarily directly related to music. They use percussion instruments to appreciate the different sounds they make, and to beat a range of rhythms.**

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is satisfactory.

Main strengths and weaknesses:

- **Standards and achievement have improved during the year.**
- **Good use of literacy skills by pupils across all subjects is a key strength of the school.**
- **Good progress is made in the understanding and use of grammar at Key Stage 2.**
- **Pupils' attitudes to the subject are good in Year 1 to 4, but pupils are sometimes less responsive in Years 5 and 6.**
- **Substantial improvement in reading skills is evident, especially in Key Stage 2.**
- **Higher attaining pupils at Key Stage 2 are not challenged sufficiently.**
- **There is an inconsistent use of phonics to support reading skills of lower attaining pupils at Key Stage 1.**
- **There is limited use of ICT to support work in English.**

Commentary

43. **Evidence in lessons, and from an analysis of pupils' written work, confirms that standards of reading and writing are satisfactory, and that both are likely to show an improvement in the results from the end-of-year assessments and tests. Despite a**

wide range of abilities within each class group, achievement and progress is satisfactory at each key stage.

44. Pupils make satisfactory progress with reading and writing in Years 1 and 2. By the end of Key Stage 1 they are writing neatly but it is not yet joined. They write in sentences with proper attention to punctuation. In a literacy lesson, having listened to an explanation of how words can rhyme, higher attaining pupils wrote riddles using everyday objects as clues. They also show good speaking and reading skills when they read out from their work to the rest of the class. Lower attaining pupils recognise letter sounds that rhyme, and although they have weaker writing skills, they show good progress in presenting their work and refining their letter shapes. Teaching is

satisfactory, with good attention to matching activities to the learning needs of pupils, and offering different levels of support with clear directions given to LSAs. More attention could be given to the consistent use of phonics, especially with lower attaining pupils. Pupils are well motivated, concentrate for long periods, enjoy the tasks set and consequently learn effectively.

45. Pupils in Years 3 and 4, make good progress in their understanding of grammar when they learn how to identify and use personal pronouns. They carry out written tasks successfully in which they have to change the use of pronouns in a passage of text. Pupils are engaged and challenged by the quality of the teaching and make progress. In Years 5 and 6, pupils make sound progress in their understanding of the different styles of writing for different purposes. They write extended pieces of work with particular attention to spelling and grammar. Achievement in reading is good overall. Most pupils read independently and silently from books of their own choice. Many continue to work through a school reading scheme which gives support to most readers. However, higher attaining pupils are sometimes kept on the reading scheme too long, and this reduces their motivation and slows their progress. Achievement in writing is satisfactory. The recent emphasis by teachers on using commercial schemes has given a more structured approach to teaching and learning and has helped to produce improved results in writing and spelling. Handwriting skills are satisfactory. Teaching is satisfactory across the key stage with many good features. These include a sound knowledge of pupils' abilities, an enthusiastic approach backed with good subject knowledge, good planning, and careful attention to marking. Homework is used consistently to reinforce classroom work and encourage independent working. However, teaching does not always meet the needs of higher attaining pupils in Years 5 and 6; expectations are too low and this often affects the motivation of pupils, especially boys. This is one of the reasons why girls achieve better than boys. This weakness is reflected in the comparatively low numbers of able pupils who attain Level 5 in the national tests.

46. The subject is satisfactorily led and resources are good. Good use is made of the national literacy strategy and this, together with other levels of additional support, particularly to lower attaining pupils, helps to improve their work, and is raising standards. There has been satisfactory improvement since the last inspection in all

aspects of English except in the use of ICT to support and enhance learning, which remains a weak area and is unsatisfactory.

Language and literacy across the curriculum

47. There is good use of literacy skills in the other subjects, and this work is often better than in English itself. In science, pupils use good report writing to record their investigations. They understand different styles of writing, such as the use of headings and bullet-points to illustrate and label their work. Handwriting is neat and work well presented, with good attention to spelling and punctuation. In history and geography, pupils use good writing skills to describe the lives of the Ancient Egyptians, or when they write accounts of their study of local village history. In design and technology pupils write up their project designs and include self-evaluations of their work.

MATHEMATICS

Provision for mathematics is satisfactory.

Main strengths and weaknesses:

- **Teaching and learning are consistently sound.**
- **There is a positive learning atmosphere in lessons because pupils are managed well.**
- **Insufficient attention is given to planning for the differing abilities of pupils.**
- **Not enough use is made of ICT to support pupils' independent learning.**

Commentary

48. Judgements are based on the observation of lessons, from talking to pupils and from the scrutiny of exercise books and displays around the school. These all show pupils achieving satisfactory standards. In the lessons observed, the overall progress of pupils, including those with SEN, was sound. No significant differences were noted in the attainment of boys and girls.

49. National tests at the end of Year 2 have shown improvement in each of the last two years, and are above the national average for both all schools and similar schools. At the end of Year 6, standards have risen over the last four years, except for 2002 when there was a sharp fall. Overall, standards are close to national averages. Currently, standards are judged to be at the expected levels at both the end of Year 2 and at the end of Year 6. Pupils' achievements are satisfactory. Pupils with SEN are well provided for, with targeted support from both the class teacher and LSAs.

50. Teaching and learning in mathematics are consistently sound. Teachers share the objectives with the pupils at the beginning of the lesson, and sometimes ask the pupils to say how much they have understood at the end of the lesson. Teachers have sound subject knowledge, but there is insufficient detail in planning to allow for the differences in ability between the most and least able, and this lowers expectations of what pupils will achieve. Most pupils enjoy mathematics and are motivated to work hard. Relationships are good and play a positive role in maintaining good behaviour and keeping pupils highly motivated throughout lessons. All adults take every opportunity to praise and encourage success. Pupils respond positively and are keen to participate. Most pupils take care over the presentation of their work. All work is marked, but insufficient comments are given to tell pupils how to improve or to enable them to clearly identify the progress they are making. Information and communication technology (ICT) is under-used as a teaching resource to engage and motivate the pupils, or to support pupils in their independent learning.

51. The co-ordinator, who is temporary, manages the subject soundly. A review of mathematics has been completed, and an appropriate subject improvement plan is being implemented. Monitoring of lessons by the co-ordinator has shown that the national numeracy strategy is being effectively implemented across the school. Overall, the subject has made satisfactory improvement since the last inspection.

Numeracy across the curriculum

52. There are opportunities for pupils to extend their numeracy skills in other subjects. For example, ICT is used to complete spreadsheets and illustrate the findings in various graphical forms. In science, pupils measure temperature, and in design and technology they measure length. Many opportunities for counting are made for younger pupils.

SCIENCE

Provision in science is good overall.

Main strengths and weaknesses:

- Pupils' attainment and progress in many aspects of science is good.
- Good questioning is an important feature of teaching.

- **Investigational work and fair testing is good in Key Stage 2.**
- **Information and communication technology (ICT) skills need to be developed further.**

53. Only one science lesson was seen. Judgements about pupils' achievement and progress are based on discussions with pupils and the subject leader, scrutiny of work, displays around the school, and teachers' planning. Boys and girls achieve well. Standards at the end of Key Stage 1 are above average and achievement is good. At the end of Key Stage 2, pupils' knowledge and understanding of science is often above expected levels.

54. By age seven, pupils are familiar with the investigative process and can use it appropriately. They make observations, carry out simple tests and record their findings in different ways. By age 11, pupils have acquired sound investigative skills, have a very good understanding of what constitutes a fair test, and can set up and conduct their own simple experiments. They can make their own decisions about investigational work, and record their findings both informally and in a formal way.

55. In the lesson seen, the teacher's enthusiasm captured pupils' interest. Learning intentions were clear and pupils responded eagerly to well- focused instruction. The lesson was conducted at a lively pace, and questions were well structured. Teachers insist that pupils explain their ideas clearly. The key to the success of science teaching in the mixed classes, when all pupils follow the same programme of study, lies in teachers detailed knowledge of individual pupils' levels of learning, and in the good extension questions which provide appropriate challenge.

56. By Year 2, pupils learn how sounds carry information, and understand that sound decreases as the distance from the source is increased. They work together to make graphs and charts, including how many pupils in class have blue eyes. By Year 6, pupils also work together in mixed groups, and all take part in discussions, listening to each other and comparing findings. In Years 3 and 4, they debate in groups what they know about the human skeleton. In Years 5 and 6 they investigate light travelling from a source and use their knowledge to explain their observations.

57. As a result of the annual subject audit, which includes monitoring and observation of teaching and learning, the very effective subject leader has a clear overview of the strengths and potential development areas of the subject. Assessment information is collected for each pupil, evaluated regularly and used to plan next steps in learning. Resources for the subject have been improved since the last inspection and are satisfactory.

58. Pupils' use of the Internet to research information for science contributes to their knowledge and understanding, especially in Years 3 and 4. However, the skills of pupils in using ICT for databases, graphing information and using measurement devices are not strongly developed.

INFORMATION AND COMMUNICATION TECHNOLOGY

Overall evaluation

Provision in ICT is unsatisfactory.

Main strengths and weaknesses:

- **Pupils use the Internet successfully to search for information.**
- **A new ICT suite has boosted resources and improved pupils' access.**
- **Information and communication technology (ICT) is used well to help pupils with SEN.**
- **Pupils' achievement in Years 5 and 6 is unsatisfactory.**

Commentary

59. **Standards in ICT are currently below the national average, but they are improving. Lessons taught in the new computer suite give the pupils opportunities to develop their computer skills. The analysis of pupils' work and subject planning show that National Curriculum requirements are not fully met, particularly at Key Stage 2. Although the Qualification and Curriculum Authority (QCA) scheme is used, teaching does not give enough attention to promoting some of the higher-level skills required, especially in Years 5 and 6, to meet average national standards.**

60. **Teaching overall is unsatisfactory. In the one lesson observed, however, teaching was good. Pupils use the Internet competently to find information using a search engine. They collaborate in using their laptops and successfully extract and use information downloaded from the Internet. They know how to add their selection of websites to a list of favourites, and can refine their search.**

61. **Teaching in the Reception class is good, and children develop useful skills, such as using the mouse and opening files. Pupils in both key stages show confidence in using computers and have a sound understanding of keyboard and mouse skills. Pupils in Years 3 and 4 make the most progress.**

62. **Information and communication technology (ICT) is increasingly used successfully to support pupils with SEN, and more software resources have been made available. Much of this work is conducted very ably by LSAs.**

63. **The lack of depth in teaching, and poor assessment arrangements, limit the opportunities for pupils to extend their skills. For example, to develop their ideas and to solve problems. There is insufficient opportunity for pupils to use word-processing or to use ICT programmes to illustrate or enhance their work in other areas of the curriculum.**

64. **Leadership of the subject is satisfactory. The co-ordinator has worked hard to secure more and better computer equipment, and a new computer suite has just been opened. This has greatly enhanced pupils' access to computers and made whole class teaching of ICT viable. Training has been given to staff and more is planned. Resources are satisfactory, although there is scope for use of electronic equipment such as whiteboards and digital cameras. There has been some improvement since the last inspection, and extending the ICT programme is a priority in the school's development plan.**

Information and communication technology across the curriculum

65. **The use of ICT in the different subjects of the curriculum is unsatisfactory. There is very little support provided to English or mathematics. Cross-curricular use of ICT is a target in the school plan for the coming year. There are examples of ICT being used well in some of the subjects. In history at Key Stage 2, pupils used the Internet to research the history of their local village, and also about the events in the life of Martin Luther King. In art, a website is used to find examples of the work of famous sculptors; photos of their work are downloaded for pupils to appreciate, and to use as exemplars when tackling their own work.**

HUMANITIES

66. **Only one lesson in each of history, geography and religious education was observed. A sample of pupils' work was scrutinised, together with teachers' planning and pupils' work displayed around school. In both history and geography achievement and progress are satisfactory. In Years 5 and 6 pupils understand about the civil rights movement in the United States of America, and use the Internet successfully to search for information about the lives of Americans connected with the movement. They also study Victorian England, and understand about the conditions of poor families and the cruelty of child labour. In Years 3 and 4 pupils can identify many countries of the world by using an atlas. They know how to use the index to help them find countries and key cities. They also conducted a local village survey and obtained research evidence about work and travel in Dickleburgh. For homework they discussed a recent holiday with their family. Later in lessons, they followed up this work using an atlas to identify their holiday destinations and wrote a travel guide for other tourists, using their own knowledge and experiences of the places they have visited. In Years 1 and 2, pupils know the countries of the United Kingdom. They discuss the various modes of transport they would use to get from home to an imaginary island. Pupils show good standards of reading, writing and presentation skills. Teachers mark work and make helpful comments to support and recognise pupils' achievements. Satisfactory use is made of ICT to complement the teaching of history and geography. Pupils use the Internet to research their topics and download information and photographs. For example, they investigated the Beagle 2 landing on Mars.**

Religious education

Provision in religious education is satisfactory.

Main strengths and weaknesses:

- **Religious education makes a positive contribution to pupils' spiritual, moral and social development.**

Commentary

67. **In the one lesson observed during the inspection both teaching and learning were good. Pupils visited the local church and completed a well-prepared questionnaire. They recognised and named correctly the main features, such as the altar and font.**

68. **Planned topics and scrutiny of pupils' work indicate that standards are in line with the expectations of the locally Agreed Syllabus, and that their achievement is satisfactory in Year 2 and Year 6. Similarly, the evidence suggests that the quality of teaching and learning is satisfactory. In Years 1 and 2 pupils learn about special occasions and celebrations.**

69. **Moral and social development is promoted well. For example, pupils consider rules at home, at school and in the wider society. Older pupils are developing a respect for their own and other's beliefs.**

70. **Leadership and management of the subject are sound. The school gives attention to the development of pupils' knowledge of some of the main world faiths, especially Christianity. There is no assessment procedure to enable pupils' attainment and progress to be measured accurately.**

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. **Only one lesson was observed in art and design and none were seen in design and technology or in music. These subjects were not the main concern of the inspection, and only a sample of work in these areas was made.**

72. **In design and technology only a small amount of work was on display; judgements on standards and provision cannot be made. The school uses national guidelines for planning work and has satisfactory resources. From pupils' work in Years 5 and 6, it is evident that attention is given to the full cycle of establishing a need, making designs, testing ideas, making prototypes, and evaluating and redesigning.**

73. **In music, no lessons were seen during the inspection. It is not possible to make judgements about provision or standards. From discussions with the head teacher and with the pupils, it is clear that children enjoy their opportunities to make music. Planned progression in music is made through the use of a commercial scheme, and music contributes to the overall ethos of the school. Pupils listen to music, sing daily in assembly, and clearly enjoy this opportunity to sing together, singing tunefully and with good diction. They use untuned and tuned percussion to compose simple pieces and accompany the music they listen to. By year 6, pupils understand notation. The headteacher is eager to raise the profile of the subject further and will undertake a full audit later in the year, when he hopes to have been able to appoint a music specialist to the staff.**

74. **In art and design, evidence from the lesson observed, the scrutiny of work on display, and from discussions held with staff and pupils, indicates that attainment at the end of both key stages is in line with national expectation, and has been maintained since the last inspection. Pupils are given a variety of experiences to stimulate creativity, and the planned programme is varied and interesting, with opportunities for progression. By the end of Year 2, pupils consider the different qualities of sculptures they have seen, and experiment with play-dough to make a bird or an animal. By Year 6, pupils use the Internet to find the work of famous sculptors, and consider how sculptures influence how we feel about the environment. Pupils draw the school's playground sculptures in their sketch-books and develop their sketching skills. They show how the use of shading can improve the portraits of their friends. Teachers also link art to topics in history when pupils make clay models of shabti figures based on those found in the tombs of the Ancient Egyptians. In religious education they illustrate memory papers after hearing about the oppressed Christians in El Salvador. A few displays of pupils' art work are presented well, but much more effort could be made to give recognition to pupils' efforts and attainments by greater and more imaginative use of display around the school.**

Physical education

Provision for physical education is good.

Main strengths and weaknesses:

- **The curriculum is good, enriched with many extra-curricular opportunities.**
- **Pupils' progress is in not yet adequately assessed and recorded.**
- **Effective leadership is improving opportunities in the subject.**

Commentary

75. Standards in physical education in both Years 2 and 6 are in line with national expectations. Pupils generally achieve satisfactorily. Health and safety is given proper consideration.

76. Teaching and learning are good overall. In all lessons planning is good and linked to clear learning outcomes. All lessons begin with warm-up exercises. Even the youngest pupils understand that running will increase the heartbeat. In the best lessons, good behaviour management and lesson organisation, coupled with motivating activities, keep the pupils engaged throughout. Teachers' use of explanation, instruction and demonstration enables pupils' to learn, and helps them to improve their skills. Often, the opportunity is taken to engage pupils in an evaluation of what they were seeing. Pupils obviously enjoy these lessons. They listen to instructions and work well independently. Pupils in the dance club interpreted music through movement as they enacted the story of 'Pocahontas' in response to a tape. Most pupils are enthusiastic about sport and behave well. Relationships are good between pupils, resulting in high levels of co-operation when working in pairs and small groups. Pupils are taught to observe the rules. In these ways physical education makes a significant contribution to their social and moral development. Good use is made by teachers of certificates and assemblies to celebrate pupils' sporting successes.

77. The co-ordinator manages the subject well. A whole-school subject curriculum has been developed which ensures that all aspects, including swimming, are given good coverage. Large numbers of pupils participate in clubs, either at lunchtime or after school. In the two days of inspection, sessions for football, cricket, short tennis and dance were available. Inter-school competition is held for boys' and girls' football, netball, cricket and athletics. A weakness is the lack of a satisfactory assessment system.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

78. Only one lesson of PSHE and citizenship was seen. From this and scrutiny of pupils' work, observation of assemblies, behaviour at lunchtimes and playtimes, pupils' achievement is satisfactory. Pupils participate enthusiastically in the school council. Supported by a member of staff, they draw up agendas and discuss issues raised by other pupils, such as playground behaviour, painting the toilets, games and toys for break-times, the garden club and views on changes in school. They meet each term and have elected class representatives. Council members state that their views are listened to, but there is no formal contact with school governors or the parent's association. Pupils generally speak confidently, and are not afraid to share their views and to listen carefully to those of others. All are given the opportunity to participate. However, the school council meets infrequently and not as often as the pupils would wish.

79. Personal development is supported in other subjects. For example, in English, pupils learn how to express their views confidently, and in physical education pupils work co-operatively with a tennis coach. Staff use assemblies to promote pupils' self-esteem by giving them responsibility for introducing important issues. Personal development is also supported and reinforced well by the use of the schools' reward system and house points. Achievement certificates are given to mark pupils' efforts and contributions to school life, and to recognise those giving help to others. In Years 1 and 2, pupils learn about road safety and rules for their protection. They produce well-written and presented work on healthy foods, and about their feelings. In Years 3 to 6, pupils participate in a variety of activities that support their personal and social development. They are encouraged to help younger pupils at lunch times and also are expected to help teachers by taking turns collecting playground equipment after the lunch-time break. In particular, they take part in discussions with visiting teachers about the transition to secondary school. However, there are too few opportunities in their academic work for pupils to undertake responsibility or show independence.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).