

INSPECTION REPORT

Reepham CE Primary School

Lincoln

LEA area: Lincolnshire

Unique reference number: 120581

Headteacher: David Scoffield

Lead inspector: John Foster

Dates of inspection: 24 to 27 November 2003

Inspection number: 257299

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
Gender of pupils:	Mixed
Number on roll:	172
School address:	High Street Reepham LINCOLN
Postcode:	LN3 4DP
Telephone number:	01522 750601
Fax number:	01522 754963
Appropriate authority:	Governing body
Name of chair of governors:	Anne Perkins
Date of previous inspection:	14 September 1998

CHARACTERISTICS OF THE SCHOOL

The school is smaller than the average size for primary schools. At the time of inspection there were 172 pupils at the school. This is more than the number on roll at the previous inspection, when 142 pupils attended the school. The school is situated in a village close to the city of Lincoln. About one third of pupils are from the village, with the rest coming from surrounding villages and the city. Though there is a wide range of ability, the general level of attainment of children when they start school is about that expected nationally. The socio-economic levels are average. There are six pupils from ethnic minority backgrounds, though all have English as their first language. The percentage of pupils eligible for free school meals is very low, at 0.6 per cent. A little over 16 per cent of pupils have special educational needs. This is about the same as the national average and, of these pupils, one has a formal statement of special educational need. This is below average. The school was awarded the School Achievement Award in 2001 and is recognised as a Beacon School.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21318	John Foster	Lead inspector	Foundation Stage Mathematics Art and design Music Physical education
13895	Angela Smith	Lay inspector	
32292	Mandy Miller	Team inspector	Science Information and communication technology Design and technology Citizenship/personal, social and health education Special educational needs
28200	Paul Stevens	Team inspector	English Geography History Religious education English as an additional language

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an outstanding school, which provides very good value for money. Standards are consistently high and the pupils achieve very well. They make very good progress in their learning throughout the school because they are taught consistently very well. The headteacher's leadership is excellent. He is inspirational and is very well supported by the outstanding deputy headteacher and the staff. The governing body has a very firm grip on the school's management and fulfils its duties excellently. Whilst giving the headteacher and school their full support, the governors ensure that they know about the school through very good systems of communication, and searching questions put to the headteacher and staff.

The school's main strengths and weaknesses are:

- The headteacher's leadership and vision for the school are excellent. The deputy headteacher and staff give their full support.
- The governors have an excellent understanding of the school's strengths and weaknesses.
- The ethos is excellent.
- The quality of teaching is consistently high and is very good overall.
- There is a very good curriculum, very well enhanced by a wide range of activities beyond the school day.
- The pupils have excellent attitudes to their work and their behaviour is exemplary.
- The school has excellent links with parents and the community.
- There is excellent provision for the pupils' spiritual, moral, social and cultural development.
- The school does not do enough to develop pupils' knowledge of the multi-cultural society in Britain.
- The timetable arrangements do not always use time most effectively.

This is a very effective school. Since the time of the previous inspection in 1998, the school has successfully addressed the issues identified in that report. Standards have been maintained at a very high level and the Year 2 tests have shown continuous improvement against national figures. The school has provided a secure outdoor learning area for the children in reception and a field has been purchased for sporting activities. The subject leaders now monitor their subjects very well.

STANDARDS ACHIEVED

The table below shows the standards achieved by pupils in the Year 6 national tests. The results are based on the average points scores. These results have not yet been validated against national figures.

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

*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*

Pupils achieve very well. From the time they start in Reception, with attainment levels that are about average for their age, the pupils make very good progress in their learning so that at the end of Year 6 standards are high. The 2003 national tests for pupils in Year 6 indicate that the school's results place it in the top 5 per cent of schools nationally in English, mathematics and science. When the school's results were compared with others in the local education authority, it was the top

scoring school. The children in Reception make very good progress and, by the time they leave the reception class, almost all will have reached the Early Learning Goals (the goals children are expected to reach by the end of Reception). Many exceed the goals in all areas of learning. Pupils achieve particularly well in information and communication technology because there is a new computer suite, the staff have undertaken training and the quality of teaching is very good. In other subjects, standards are generally above those expected nationally.

Pupils develop their personal qualities excellently. Their spiritual, moral, social and cultural development is excellent overall. Pupils have excellent attitudes to their work and to school in general. Their behaviour is excellent. Attendance levels are above average. The school provides excellently overall for pupils' spiritual, moral, social and cultural development, though some aspects of multi-cultural education are not as good as they could be.

QUALITY OF EDUCATION

The quality of education is very good. The quality of teaching is very good overall. Pupils are taught consistently very well, and this results in high levels of achievement and learning. Teachers assess pupils' work very well and use the information acquired very well to plan challenging work for their pupils.

Pupils are cared for very well. There are very good systems for supporting pupils and ensuring that their health and welfare are paramount in the school's provision.

There are excellent links with the community and very good links to other schools in the area.

LEADERSHIP AND MANAGEMENT

Leadership and management are excellent. The headteacher is an inspirational leader and is very well supported by the very able deputy headteacher and the senior staff. The governing body is excellent. The governors are fully aware of the strengths and areas for development in the school and work unstintingly for the benefit of the pupils. The governors are fully involved with the headteacher and staff in shaping the school's future.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are overwhelmingly supportive of the headteacher and the school. The parents' meeting and questionnaire gave outstanding views about the school. The results of the questionnaire were particularly positive. Over 80 per cent of parents responded, with well over 90 per cent of responses being fully supportive of the school in relation to all questions asked.

IMPROVEMENTS NEEDED

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

- improve the provision to make pupils more aware of the cultural diversity within their own community and that of multi-cultural Britain;
- review the use of time, particularly during morning sessions, to ensure that it is used most effectively to support curriculum requirements.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children start school with standards that are about average for their age. Throughout their time at the school they make very good progress and, by the time they leave at the age of eleven, they attain very high standards. In Reception, they achieve very well and almost all children reach the Early Learning Goals in all areas of learning, with many exceeding this level.

Strengths and weaknesses

- The pupils are taught consistently very well throughout their time at the school and, because of this, they achieve very well and make very good progress in their learning.
- Standards in English, mathematics and science have been consistently high at Year 6 for many years, with improvement shown year by year.
- Results in the Year 2 national tests have improved at a faster rate than in schools nationally.
- In other subjects, pupils attain at least expected levels and, in most, they attain higher than expected levels.

Commentary

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

Standards in:	School results	National results
reading	17.5 (17.0)	15.7 (15.8)
writing	17.1 (16.1)	14.6 (14.4)
mathematics	18.5 (17.2)	16.3 (16.5)

There were 28 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	30.8 (31.3)	26.8 (27.0)
mathematics	30.8 (29.3)	26.8 (26.7)
science	31.8 (30.7)	28.6 (28.3)

There were 25 pupils in the year group. Figures in brackets are for the previous year

1. The results in the tables above are the unvalidated data from the national tests taken by pupils at the end of Year 2 and Year 6 in 2003.
2. The national tests for pupils in Year 2 indicate that they achieved very well and attained standards that were well above average in reading, writing and mathematics. When the results are compared with those of pupils in similar schools, they were above average in reading and well above average in writing and mathematics. The national tests for Year 6 pupils show that they attained standards in English, mathematics and science that were in the top 5 per cent of schools when compared with all schools and with those of a similar nature. When the Year 6 results are compared with the same group of pupils' attainment at Year 2, they show that the pupils have made excellent progress during the four years from Years 3 to 6. Whilst the school has had very good results in both the Year 2 and Year 6 tests over the past four years, it

should be noted that the trend in improvement in the Year 2 tests is better than that nationally. The school has maintained very high standards in Year 6, with the trend being similar to that nationally. It should be noted that the high standards at Year 6 mean that the improvement trend could not be better than average.

3. The good start children have in Reception is maintained throughout the school. The teaching is consistently very good and, because of this, pupils achieve exceptionally well. Inspection evidence supports the national test results and indicates that pupils at the end of Year 6 attain well above average standards in English, mathematics and science.
4. In English, the pupils read widely and fluently. They use their knowledge of words very well in their writing when, for example, they write poetry, stories and reports of events. In mathematics they calculate to six-figure numbers, use decimals and fractions accurately and know and understand the properties of a range of two-dimensional and three-dimensional shapes. Using their knowledge of shape, they calculate the volume of a room and plan to decorate it, working out how much paper and paint they would need. In science, pupils are very aware of the need for the tests they conduct to be fair and, in their investigations, they take this into consideration.
5. In other subjects, pupils achieve well and generally attain above expected standards. Great strides have been made since the previous inspection in raising standards and this has been particularly so in information and communication technology. The school has concentrated on raising standards in the subject. To this end, the school has invested large sums of money in creating a suite of computers and a very good range of software to support their use. The staff have all attended appropriate training to ensure that they get the best out of the equipment and the pupils.
6. The school sets challenging targets for itself and the pupils, and usually these are achieved. The targets set are based on the data resulting from the high quality assessments of pupils' work that take place throughout the year. In the past, the boys have performed better than the girls in the Year 2 tests in reading and, to a lesser extent, in mathematics, though there has been little difference between the performances of boys and girls in the Year 6 tests. The school has attempted to analyse the reasons for the discrepancy at Year 2 and has been unable to establish a specific reason. This is supported by the results in the 2003 tests, which show the trend has reversed.
7. Pupils with special educational needs achieve very well and make the very good progress other pupils make in their learning.

Pupils' attitudes, values and other personal qualities

Pupils have **excellent** attitudes to school and learning. Their spiritual, moral, social and cultural development is **excellent** overall. Attendance is **very good**.

Main strengths and weaknesses

- Pupils have excellent attitudes to learning and to school.
- The school sets exemplary expectations for pupils' behaviour and staff work hard to ensure they are achieved.
- Relationships throughout the school are excellent. Pupils are very self-confident.
- Pupils' spiritual, moral, social and cultural developments are excellent and integral to school life.
- Attendance is well above average.
- Whilst pupils are encouraged to have empathy for the feelings of others in the wider world, they are not as aware of the cultural diversity and beliefs of others within their own community and the rest of Britain.

Commentary

8. The school is very successful in promoting pupils' personal growth because of the high importance placed upon it by all staff. Pupils work and play very well together, in pairs and larger groups, and develop excellent relationships with each other and with the staff. Their behaviour is excellent in the playground and at assemblies, and they move around the school in a quiet and orderly manner. The pupils spoken to in the inspection like being at school, and parents and children confirmed this in the pre-inspection questionnaires.
9. Pupils from an early age are taught respect for other people and their belongings. Adults in school provide very good role models for them. They teach pupils the differences between right and wrong. Teachers and teaching assistants use praise well and this helps to raise pupils' self-confidence.
10. Attendance is well above the national average. Unauthorised absence is below the national average. Most children arrive in time for the beginning of the school day and are ready to begin lessons promptly. The school works effectively with parents and carers to ensure regular attendance of pupils. However, the school does not have effective arrangements for recording when pupils arrive late.
11. There have been no exclusions in recent years.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.0%	School data:	0.0%
National data:	5.4%	National data:	0.4%

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

12. Spiritual, moral and social developments are well planned for and are an integral part of school life. Pupils are provided with many opportunities to support others and to value other people's beliefs and values. They are taught from an early age the differences between right and wrong and it is from these areas that the excellent ethos of the school stems. Equality of opportunity is well promoted by the school and supported by the pupils. Individuals and groups of pupils are not disadvantaged in any way. Whilst pupils are encouraged to have empathy and feelings for others, there are missed opportunities for celebrating the diversity of cultures within their own school and developing an understanding of life in multi-cultural Britain.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**. The quality of teaching is predominantly **very good** resulting in **very good** learning and progress made by the pupils. There is a **very good** curriculum for the pupils, which is enhanced very well by the range and availability of activities beyond the school day. There are **excellent** links to the community and the school is fully involved in village activities.

Teaching and learning

The quality of teaching and learning is **very good** overall.

Main strengths and weaknesses

- The quality of teaching is never less than satisfactory and in over two-thirds of lessons it is very good or excellent.
- Pupils achieve very well and their learning is very good.
- Teachers have very high expectations of their pupils and give excellent levels of encouragement.
- Teachers manage pupils' behaviour excellently.
- Non-teaching staff are used very well to support pupils in their learning.
- Teachers have very good knowledge of the subjects they teach and they use this knowledge very well in planning lessons.
- Pupils work very well and have very well developed learning habits.
- Pupils' work is assessed very well and teachers use the results of the assessment very well to ensure the highest levels of progress in learning.

Commentary

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
8	59	25	8	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen

13. The table above shows the high quality of teaching the pupils experience, with over two-thirds being very good or excellent. This high quality teaching is reflected in the very good learning and high achievement that exists in the school. At the previous inspection, the quality of teaching was also identified as very good overall, but the percentage of very good and better teaching was substantially lower than it is now. There is a very good system in the school for monitoring and evaluating the quality of teaching and, because of this, the high quality has been maintained and improved upon.
14. The teacher in the Reception class plans very well, and arranges a stimulating range of activities to make learning challenging and fun. The children react to this very well and enjoy very good relationships with each other and with adults in the classroom.
15. In Years 1 to 6, the overall very good quality teaching is maintained and the pupils continue to make very good progress. Teachers throughout the school plan very well to challenge the pupils. Because the pupils have excellent attitudes towards their work, they respond by working very hard, achieving very well and attaining high standards. The teachers have very good knowledge of the subjects they teach and they use this knowledge very well to sustain pupils' interest. In a Year 2 mathematics lesson, for example, the pace of learning was very

rapid and this resulted in the pupils making rapid progress in learning about how numbers relate to one another.

16. Throughout the school there are excellent relationships between the teachers and the pupils, and this helps the pupils with their learning. The staff invariably put the pupils' excellent behaviour down to, 'They are super children'. Whilst this is true it is, however, equally due to the hard work put in by the staff that the children behave as well as they do. The staff have excellent expectations about the way the pupils should behave, and it is these expectations that help to maintain the very good progress made by the pupils.
17. English and mathematics are taught very well throughout the school. The National Strategies for Literacy and Numeracy have been adopted, though the staff ensure that pupils have extra time to develop their writing skills. This has been beneficial in maintaining high standards throughout the school.
18. Teachers use excellent systems to mark pupils' work. The pupils are given firm guidance through discussion and the teachers' written comments about how they can improve their work, and they are told where their particular strengths lie. Pupils are set very challenging targets, which they know and understand, and they have good understanding about how they can best be achieved.
19. The quality of assessment is very good. Pupils' work is regularly analysed, as are the results of a wide range of tests. The staff use the data obtained very well in their planning to ensure that the all pupils are challenged according to their needs and that each can achieve his or her best.
20. Teachers plan well for pupils with special educational needs. The closely focused actions outlined in the individual education plans are backed up by specialist advice, where appropriate, to ensure that pupils' needs are addressed. Teaching assistants are used very effectively when working with groups or individuals. However, there is some inconsistency in their use and deployment during shared times in literacy and numeracy lessons.

The curriculum

Curriculum provision is **very good**. The quality and range of resources are **good** and accommodation is **very good**.

Main strengths and weaknesses

- The curriculum is broad, balanced and fully inclusive.
- There are good links between subjects, especially in literacy and numeracy.
- The range of extra-curricular activities is very good and enriches pupils' learning experiences very well.
- Teachers have very high expectations for pupils with special educational needs and this is reflected in how well their needs are met.
- Personal, social and health provision is very good.
- Time is not always used effectively. Some lessons are too long.

Commentary

21. The curriculum is broad and balanced and fully meets statutory requirements. The quality and range of opportunities are very good overall. The school has rightly prioritised curriculum development in information and communication technology and design and technology. In these subjects and all other subjects there has been a significant improvement in curricular provision, and this has had a positive impact on pupils' achievements. In information and communication technology there has been a significant improvement in the quality of the

curriculum provided. The new computer suite and improved resources have all helped significantly to raise standards and pupils achieve very well in comparison with national expectations. The school curriculum includes appropriate time set aside to teach about sex and to make pupils aware of the dangers of drugs and alcohol abuse.

22. The school provides very good opportunities for pupils to have equal access to all aspects of its work and achieve their best. There are good subject links, especially in literacy and numeracy, and these help pupils to see the purpose of their learning. There are excellent community links. The school is fully involved in village life. The pupils join in the annual Christmas celebrations in the village when, for example, they sing round the Christmas tree in the village. They invite the elderly people to their celebrations and distribute harvest gifts to them. The provision for pupils with special educational needs is very good. All teachers are fully aware of the strategies needed to teach these pupils, so that they make very good progress. Teaching assistants are used well to support their learning. However, there are some inconsistencies in their use in the shared time in literacy and numeracy. Good use is made of the special educational needs co-ordinator and the visiting special needs expert. The school has just begun to provide extra learning activities to ensure that the most able pupils are sufficiently extended and challenged in their learning.
23. There are very good opportunities for learning beyond the school day. Seventy five per cent of the pupils attend clubs in sport, music or community action projects. There is a very good residential visit for pupils in Years 5 and 6. The visit gives the pupils opportunities to undertake a wide range of learning activities and develops self-confidence very well.
24. There have been excellent improvements in the accommodation and provision of resources since the last inspection. There is now a field available for physical education lessons, an outdoor area for the reception children and an information and communication technology suite has been created. These are contributory factors in the improving standards in these subjects. The school is well resourced.
25. Provision for pupils' personal, social and health education is very good. As a result, pupils behave excellently and have excellent attitudes to learning.
26. Teachers work well together and, between them, have created good systems for auditing, monitoring and reviewing the curriculum. However, time is not always used effectively. Some lessons are too long. In some classes literacy activities extend beyond the literacy hour and, as a result the pupils become less focused on their work.
27. The special educational needs co-ordinator ensures that annual reviews are undertaken and that individual educational plans are monitored and reviewed three times a year.

Care, guidance and support

Provision for pupils' personal support, advice and guidance is **very good**. The school seeks and values pupils' views and actively involves them in the development of the school. The school is successful in promoting the care, welfare, health and safety of pupils.

Strengths and weaknesses

- Child protection procedures and those for ensuring pupils' health and safety are very good.
- Relationships among pupils and between all members of staff are excellent.
- Teachers and teaching assistants know pupils very well and provide very good support for pupils.
- There is very good support for pupils with learning difficulties.
- The school listens to pupils' concerns, seeks their views and acts on them.
- The school council is under used as a source for gaining pupils' views.

Commentary

28. The school has a positive, caring ethos which provides a well-organised and safe environment. There is extremely good provision for the personal support, welfare and guidance of pupils. The very effective use of teachers and teaching assistants, who know their pupils very well, contributes greatly to the welfare and progress of all pupils. All members of staff work hard to develop and maintain the excellent relationships observed within the school community. Praise and encouragement for pupils' academic and personal achievements are a high priority in the school. Teachers foster the development of personal and social skills, and pupils respond very agreeably to opportunities to take responsibility and initiative. There are very good procedures for the induction of new pupils, that support the individual needs of each child.
29. The headteacher is the designated person for ensuring effective child protection procedures in the school. This is done very well. There is a clear health and safety policy and members of the governing body carry out regular safety inspections. All members of staff receive first aid training and consideration is also taken of pupils' safety when using computers, such as when they use the Internet for research. Pupils feel well supported by all the school staff and are confident that they can always rely on them to offer help when needed.
30. There is a school council with representatives from all classes except Reception. Decisions made by the school council have led to the purchase of additional play equipment for use during the lunch break. The school council provides a good opportunity for the elected pupils to engage in developing skills such as team work, keeping minutes and tracking of money spent. Along with other older pupils, members of the school council take turns at being 'Playground Friends' to help to ensure that no pupils are without friends to play with at lunch times. However, currently the school council does not always consider and represent the ideas of all pupils in the school, nor are the views of pupils taken sufficiently into consideration when planning activities for them.
31. Overall, the very good provision for care offered by the school helps pupils to feel secure, and this helps them to settle contentedly into lessons and to achieve high standards.
32. Pupils with special educational needs are well monitored. Any child for whom there is concern is referred by the class teacher to the special educational needs co-ordinator. The pupil's progress is then monitored and specialist advice is sought where appropriate.

Partnership with parents, other schools and the community

The school has excellent links with parents and the community, and these contribute greatly to pupils' learning at home and at school. There are strong and well-developed links with other schools in the area.

Main strengths and weaknesses

- Excellent partnership with parents and community, including the local churches.
- Very good links with local schools, including the secondary school to which most pupils transfer.
- Excellent information is provided for parents about the work of the school and children's progress.
- There are no significant weaknesses in this aspect of the school's provision.

Commentary

33. The school provides high quality and helpful information for parents, such as the school prospectus, letters and newsletters. Parents are made exceedingly welcome in the school. The headteacher and class teachers are always accessible to parents and carers wishing to discuss matters affecting their children. Annual reports and parents' meetings three times a

year contribute very well to ensure that parents have clear information on their children's progress. The school is keen to gain parents' views which it does from using questionnaires and regular informal dialogue with parents when they visit the school.

34. Parental involvement with their children's work at home mainly involves helping with homework, such as reading, spellings and learning multiplication tables. Parents support the many school activities and events, and a number of parents and relatives help regularly in the classrooms. The school works well with parents of pupils with special educational needs. There are very good arrangements for parents of children with a statement of special educational need to receive appropriate information, through annual reviews, and to become involved in their children's education.
35. The school has developed constructive links with the neighbouring primary schools and the local secondary school to which most pupils transfer. These include close curricular links and the use of learning resources. There are smooth and thorough procedures to ensure an efficient transition as pupils move to secondary education.
36. The school has excellent links with the community. The school leads a number of locally-based events such as singing carols around the village Christmas tree. Pupils entertain and socialise with the elderly people at Christmas, and at harvest time, when they provide them with harvest gifts. There are close links with the local playgroup and the 'Friends of Reepham School' arrange social and fund-raising activities for the school and the village. The school benefits significantly from their efforts, which provide the school with much additional equipment to enhance the educational provision. The outstanding partnership between the school, the parents and the community places the school at the centre of village life and this significantly enhances the quality of education available to pupils in Reepham.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **excellent**. The headteacher is an excellent leader and manager, and the governors are excellent in the execution of their duties.

Main strengths and weaknesses

- The headteacher's leadership and management of the school are outstanding.
- The governance of the school is excellent.
- The key staff provide very good leadership and management.
- The whole staff work as a team.
- The ethos of the school is excellent.
- The special educational needs co-ordinator has very good expertise, and the leadership and management of special needs is very good.

Commentary

37. The headteacher is unstinting and entirely successful in his work to promote continuous school improvement. In this he is fully supported by his very able deputy and senior staff. The evidence of this lies in every aspect of school life. The headteacher inspires totally committed teamwork from every member of staff. This has a profound effect on the quality of teaching and learning, and leads to the very high standards of attainment. Moreover, pupils flourish in the school, not only academically, but also personally, because of the atmosphere of care the headteacher engenders in collaboration with the staff. Pupils achieve their best because they are all included in every aspect of the school's provision. All members of staff successfully endeavour to act as role models to the pupils.

Example of outstanding practice

The leadership of the headteacher is inspirational and working with staff and governors is the major reason for the high quality education the pupils enjoy.

The headteacher continuously promotes improvement in every aspect of school life. He inspires totally committed teamwork amongst all staff, which, in raising the quality of teaching and learning, leads to very high standards of attainment. Pupils flourish not only academically but also personally because of the inclusive atmosphere of care the headteacher and staff engender. All members of staff successfully endeavour to act as role models to the pupils. Pupils respond with excellent attitudes and behaviour towards one another and to adults. They enjoy school and work very hard. The school's action plan is based on rigorous assessment and evaluation, which are both linked to the staff's professional developmental needs. There is a very strong management structure which is based on every member of staff playing a key role in developing its curriculum. The governing body has an excellent overview of the school. Notwithstanding this, they do not shirk from their duty to challenge in a way that is constructive. They work with the school to secure the best value for money.

38. The headteacher and staff have established excellent systems for evaluating the school's provision for pupils and for planning to meet their needs. They employ a rigorous method of analysing every aspect of the school's performance in order to produce a yearly action plan that focuses on areas for further improvement. In order to secure the highest possible standards, every member of staff has access to professional development that is both relevant to them and to the school. All teachers contribute to very detailed analysis of data that indicates how well pupils are achieving, and contributes to planning.
39. The school has a very strong management structure which is based on every member of staff playing a key role in developing its curriculum. This structure provides a secure foundation for realising the school's aims, which are dedicated to every aspect of its pupils' development. Pupils respond with excellent attitudes and behaviour towards one another and to adults. They enjoy school and work very hard.
40. The governing body has an excellent overview of the school. Its members are fully committed to supporting the headteacher and his staff in whom they are totally confident. Notwithstanding this, they do not shirk from their duty to challenge in a way that is constructive. To enable them to do this, they closely monitor the work of the school and engage themselves at all points in the development of its strategic plans. They work with the school to secure the best value for money when making any improvements to, for example, buildings and resources.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	316450
Total expenditure	303750
Expenditure per pupil	1723

Balances (£)	
Balance from previous year	39760
Balance carried forward to the next	52460

41. The very high carry forward balance indicated in the above table was saved specifically to fund priorities identified in the school development plan. At the time of inspection this funding had been utilised to provide the information and communication technology suite and the equipment in the suite. The current carry forward balance is well within the recommended 5 per cent of the total budget.
42. The school deservedly enjoys 'Beacon' status and the very high reputation it has. Nevertheless, the school is outward looking. The headteacher and his staff take every

opportunity to learn from others. This leads to well thought out innovations that benefit the pupils. Equally importantly, the school opens its doors to those who wish to learn from its excellent practices.

43. The school is committed to ensuring that pupils with special educational needs are identified early and that their needs are met through the provision of skilled assistants, under the direction of class teachers. The needs of the single child with a statement of special need are fully met. Good use is made of the expertise of the special educational needs co-ordinator and the visiting special needs teacher. Teaching assistants are very well qualified to support this group of pupils. The governing body undertakes its statutory responsibilities thoroughly.
44. The leadership and management of the school have maintained very good continuous improvement.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision in all areas of learning is very good.

45. The children start in Reception with levels of attainment that are about average for their age. Because they are taught predominantly very well, they make very good progress in their learning. By the time they leave the Reception class they attain above average standards. Most children are in line to reach the Early Learning Goals in all areas of learning, with many exceeding this level.
46. The quality of teaching for reception children is very good overall and at times it is excellent. The teacher plans for lessons using the skills of the teaching assistants in the class to best advantage for improving the children's knowledge and understanding. The staff plan and give lessons that help the children to make exceptional progress throughout their time in Reception because they are well aware of the needs of children this age. The curriculum is very well managed and all areas of learning are fully covered in the teacher's plans.

Example of outstanding practice

An excellent lesson observed in the reception class allowed the children to make outstanding progress in their learning about taste.

The reception teacher had planned for this lesson perfectly. As part of a week's work, each child was placed in a specific group and the focus of their learning changed each day. Within this context the class teacher taught the children about the 'magical taste organ' - the tongue. Not only did she give outstanding explanations about how the different tastes are identified by different areas of the tongue, but she also encouraged the children to identify their own taste buds by using mirrors. Resources were very well planned, with specific care being taken over health and safety issues. Each child had his or her own spoon and plate for the experiment. A wide range of foods was provided for the children to identify, not only what the food was, but also whether it was salty, sweet or sour. Searching questions elicited deep thought and clear responses from the children. All the while, however, the teacher was fully aware of work going on around her with the other groups. By the end of the lesson the 'tasting' group had made excellent progress in their learning. The other children in the class had experienced outstanding learning through baking biscuits, improving their physical skills or through their own initiated activities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good planning allows children to interact with each other throughout the school day.
- High quality teaching helps the children to make very good progress.
- Adults act as excellent role models to the children.
- Well organised classroom and resources support very good learning.

Commentary

47. The children rapidly become independent as they move about the school and within the classroom because staff encourage them to become independent. The children work together very well and they happily share their toys and equipment with each other. They take off their coats and hang them on their pegs, and happily join the class for their lessons. There are

excellent relationships in the reception class, between children and adults and amongst the children themselves. In the times when they join together to share their feelings, they identify with each other very well when they decide how they can help other people. The staff have set firm boundaries for children's behaviour and the children know and stick to the rules set. The children are very keen to learn and they are encouraged in this by the staff, who plan very well to give the children many opportunities to develop this area of learning.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Very good planning, based on the National Literacy Strategy.
- The teaching and learning are very good.
- The quality of planning displays the very good knowledge the staff have about how children in Reception learn.
- Children make very good progress in their learning.

Commentary

48. By the time they leave the reception class, almost all children will have achieved the Early Learning Goals for this area of learning. Most will have exceeded this level and be working to the National Curriculum programmes of study for English. The major reason for the very good progress the children make is the very high quality teaching they receive. The teacher and support staff work closely together to ensure that all children make the most of the many opportunities they are given to develop their language skills. In the times given for role-play, for example, the children are encouraged to improve their speaking and listening skills when they answer the telephone and pass messages to the teacher or other children. They are encouraged to 'write' down the messages before giving them verbally. They listen to stories and are well motivated to read because the staff encourage them to take an active part in their learning, and the children respond very well to the stimulus. They are encouraged to write, and many make good attempts to spell words correctly, using the sounds of the letters.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Staff plan challenging work to enable children to make very good progress.
- Children achieve very well and attain standards above those expected for their age.
- Staff use questions very effectively to stimulate the children and to enable them to learn very well.

Commentary

49. The quality of teaching is very good and, because of this, the children make very good progress in this area of learning. The teacher makes learning fun and this results in the children developing a very good awareness of number and number processes. They are beginning to add single-digit figures together and know the different numbers they can add together to make ten. The staff encourage the children to use apparatus to develop their understanding and, in a lesson observed, they used cubes to make shapes. The more able children counted the cubes accurately to beyond twenty.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The staff plan and organise many very challenging activities for the children to make very good progress.
- Children have excellent attitudes and are very eager to learn.
- Children are encouraged to use information and communication technology in their work. They happily work on the computer and operate machinery such as radios.

Commentary

50. The teacher plans very well for all children to improve their knowledge and understanding of the world. During the inspection, the teaching assistant worked with a group of children engaged in making biscuits. This activity included identifying the different ingredients and mixing them together. They were encouraged to talk about the changes that happened when they added each new ingredient. They described, for example, how the mixture became stickier when liquid was added to the dry ingredients. In another group the teacher worked with the children to try to identify a range of different tastes. This was an outstanding lesson and is described in the section above. The children are encouraged to use the computer in their learning. They handle the mouse well and explain how to change colours on the screen.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Children are given many opportunities to develop their physical skills, both inside and outside the classroom.
- The teacher plans very well to enable the children to make very good progress in their learning.

Commentary

51. The children achieve very well and make very good progress because the quality of teaching is very good. They use apparatus in the secure outdoor area where they can climb, balance and have the opportunity to play with a wide range of large wheeled toys. In the hall, the children enjoy their physical activities greatly. They are lively and run, jump and skip very well. They have a well-developed sense of space and use it well in their activities, being aware of each other's space. They make movements using a variety of shapes and change from one shape to another in sequence.
52. In the classroom the children use a very good range of equipment such as scissors, paintbrushes, pencils and crayons to improve their physical skills.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- The teacher plans and teaches very well, enabling the pupils to make very good progress.
- The children attain standards well above those expected for their age.

Commentary

53. The children have very well developed creative skills. They paint carefully and identify accurately the colours they use. One girl, for example, painted a picture of herself playing and could explain why she had used particular colours for different parts of her picture. The children have ready access to a very good range of materials and are encouraged to use their imaginations to build different creations. They use musical instruments well and sing tunefully for their age, knowing the words of many simple songs and nursery rhymes. The children are encouraged to build their own structures using commercially produced construction sets.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **very good**.

Main strengths and weaknesses

- Pupils achieve very well and attain well above average standards.
- The subject is very well led and managed by the subject leader.
- Teaching and learning are very good.
- Pupils' attitudes are very good.
- Opportunities to develop literacy in English and across the curriculum are very good.
- Provision for pupils with special educational needs is good.
- Systems both for assessing pupils' progress and for developing the subject are very good.
- Resources are very good.

Commentary

54. The school has maintained and built on the very high standards found at the last inspection. Teachers not only put across points of grammar and spelling in a very interesting way, but also give very useful models of how to write successfully using an imaginative style. Consequently, pupils pay very close attention in lessons. By the end of Years 2 and 6, they achieve very well and write stories and factual material with well above average levels of literacy. They write sensitive poetry, often recorded on the computer, creating such lines as, 'If I had wings, I would touch the cloth of sky across the world' and 'The sea is sweeping a shell on the sand, sliding, slipping...'. Teachers have very high expectations of pupils' accuracy and presentation, to which the pupils respond conscientiously. Their spelling skills are very advanced, but there is a need to develop more style in their handwriting, which the school recognises. Teachers' marking gives praise where it is warranted but also gives very clear indications of how pupils can improve their work. In lessons, teachers plan so that all pupils are included in activities. Teaching assistants give good support in group work to those with special educational needs.

55. Teachers and parents work closely together to ensure that pupils achieve very well in their reading. Teachers find opportunities for pupils to use their comprehension skills as part of their lessons. For example, pupils created play scripts after carefully reading story extracts. Resources for reading are very good and support pupils in attaining well above average standards. Most pupils in Year 2 read fluently and with fair expression. They recount the plot of stories in good detail and are already developing good library skills. By Year 6, pupils discuss characterisation and explain their book preferences, explaining, for example, that fantasies should be believable. The more able compare the styles of authors well.

56. Teachers provide many opportunities for pupils to speak and listen to one another purposefully. Furthermore, their excellent relationship with the pupils enables them to be confident when speaking to adults informally. However, pupils' speaking skills are not as advanced when speaking in class sessions. They listen very well both to one another and to adults, but they do

not often speak at length. This is partly because teachers do not always expect pupils to answer questions in complete sentences. An example of very good practice was in a Year 4/5 class, where pupils were asked to talk about the features of newspaper extracts. Pupils' interest stimulated some prolonged comments.

57. The subject leader has a good overview of the subject and supports teamwork to make continuous improvements. These include working on pupils' comprehension skills with increased resources, helping them to improve their handwriting, and developing their speaking and listening skills. She carries out thorough reviews of the subject's development. These, together with detailed assessments of pupils' progress, help the staff plan lessons that meet the pupils' needs.

Literacy across the curriculum

58. One of the major reasons for pupils achieving high standards of literacy is that it is developed across the curriculum, such as in geography, history and religious education. Pupils write detailed accounts of visits, research work, such as about Celtic life, and factual learning, such as about Islam. Throughout their teaching the teachers pay attention to accuracy in English in order to reinforce pupils' skills.

MATHEMATICS

The provision in mathematics is **very good**.

Main strengths and weaknesses

- The quality of teaching is very good throughout the school.
- Standards are consistently high.
- There is a very good curriculum based on the National Numeracy Strategy.
- Teachers mark pupils' work so that it is clear what the pupils need to do to improve.
- Subject leadership is very good.
- The pupils have very good attitudes and they work hard to improve the quality of their work.
- The teachers assess pupils' work carefully so that they know the work to set for pupils to make progress.

Commentary

59. Throughout the school the teaching is of a high quality. It is as a result of this that the pupils make such good progress and achieve the high standards they do. In Years 1 and 2, they continue to develop well, after the good start they have in the reception year, in developing their mathematical concepts, and this good progress continues across Years 3 to 6. Teachers plan very well for pupils to experience success in learning. The planning is based on the teachers' intimate knowledge of pupils' ability. This results from the very good assessments that are made of the pupils' work and the teachers' clear records of pupils' progress. In all lessons observed, the teachers challenged the pupils very well to improve their work. In a very good Year 2 lesson, for example, the initial mental agility session moved at a very fast pace. The pupils were left with no uncertainty that they had to think quickly and produce the right answer. They calculated quickly how many beads they had to pull along a string to identify a given number. The teachers have very high expectations of their pupils and they maintain discipline exceptionally well. The pupils are aware of the teachers' expectations and they react and behave accordingly. As a result, all of the time in lessons is spent in constructive learning.
60. By the end of Year 6, most pupils have very good understanding of mathematical processes. For example, they create formulae for calculating the total areas of the sides of boxes. The teaching in the Year 6 lesson observed was very good and the teacher's own knowledge of the subject and her enthusiasm encouraged the pupils to perform well. In all lessons it was clear

that excellent relationships existed between the staff and the pupils. Because of this, the pupils are confident in asking for help when they are unsure about their learning and know that they will be well supported by the teachers.

61. Teachers assess the pupils' work very effectively. Under the very good leadership of the subject leader, teachers regularly check on pupils' learning and use the data established very well in planning work. The teachers ensure that challenging targets are set for the pupils and the pupils, in their turn, strive hard to achieve them. Pupils with special educational needs are catered for well. In a Year 2 lesson, for example, the teacher used support staff very well to give extra support to groups of pupils outside the classroom. Whilst the teacher was working with the more able, the two teaching assistants worked with small groups to develop pupils' knowledge of coins, to improve their skills in subtracting amounts of money, and in giving the correct change from specified amounts.
62. The subject is very well led and managed. The subject leader has very good knowledge about what is happening in the subject and ensures that teaching, learning and standards achieved are fully supported and monitored. The leader undertakes regular observations of teachers and leads sessions in which pupils' work is assessed and standards identified alongside National Curriculum levels. This leads to highly effective planning, teaching and the further raising of standards.

Mathematics across the curriculum

63. The subject is used well in other subjects. In science, for example, it is used for collecting and analysing data. In a Year 1 lesson, for instance, pupils checked on the movement made by scooters. In art and design they use shape as a base for creating designs in the style of Mondrian. Pupils use mathematics in information and communication technology when they use a data processing program.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- High standards in science have been maintained.
- The quality of teaching is very good.
- Pupils have and use a good scientific vocabulary and, as a result, they make excellent progress in their learning.
- Pupils' attitudes are very good. They show interest and enthusiasm in their work.
- The focus on investigations in science is having a positive effect on standards by improving pupils' knowledge, understanding and skills of science.
- The subject is very well led and managed.

Commentary

64. Standards achieved at the end of Year 6 are very high. In relation to their abilities pupils achieve exceptionally well. The overall quality of teaching is very good. Teachers have very good questioning techniques and lessons move with very good pace. Planning is thorough and effective, with teachers setting clear learning objectives. This ensures that pupils are aware of teachers' expectations and understand how each lesson links to previous work. An especially good feature of the long-term plan is the careful way in which it has been created to ensure that scientific concepts and knowledge are regularly reinforced. Pupils develop their skills in scientific investigation well because the staff plan a series of focused activities for them.

65. Pupils have positive attitudes to science. Their interest and motivation are maintained by careful questioning and comments. Teachers introduce new scientific vocabulary and concepts, continually finding opportunities to use them in lessons. All teachers place a great emphasis on explaining new words and on the teaching of the process of undertaking an investigation. Pupils with special educational needs are well supported by work which is well planned to meet their needs. This works especially well when the pupils are supported by teaching assistants who are always well briefed about the lesson.
66. Pupils in Year 2 are able to investigate and determine which of several surfaces is the best for their toy cars to travel down. Additionally they can give well-informed reasons for their decisions. They understand the concept of a fair test and can apply it. By Year 6 pupils can plan and undertake investigations using the concept of a fair test, and come to their own scientific conclusions unaided.
67. Subject leadership is very good. Regular monitoring and evaluation of teaching and learning is undertaken. The school has a good capacity to continue to maintain high standards and to further improve teaching and learning in science.

Example of outstanding practice

The development of investigative science in raising standards.

In order to improve the quality of their investigative science the staff have worked together to devise excellent systems to teach science investigations. In the reception class, this is a focus for small group work. The teacher focuses on the development of scientific vocabulary and a fostering of natural curiosity and wonder. Her questioning concentrates on "I wonder why" and "Can you explain why this might be?". By Year 1, the investigative focus is extended to include observing and describing changes. In Year 2, the teacher concentrates on helping pupils to understand the process of setting a fair test and of recording results. These developmental points are built into the investigations undertaken by the pupils. In order to secure this learning, the school has devised a number of strategies to support pupils with their learning. In Years 3 to 6 'concept cartoons' are used at the start of each unit of work so that teachers are clear about the starting points of knowledge for individual pupils. Pupils in Years 3 to 6 undertake two investigations a term. Each of these links to the taught units of work and to the teaching of scientific concepts. These often focus on a particular element of investigative work, such as making a hypothesis or interpreting results. Pupils learn to plan individually and are encouraged to think of what they will need to measure. Questions are used very well to allow pupils the freedom to develop their own thought processes.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **very good**.

Main strengths and weaknesses

- Standards have improved substantially since the previous inspection.
- Pupils make very good progress because of very good teaching.
- Time is used very effectively in this subject.
- The leadership and management of the subject are very good.
- The technical support available to the school is slow in responding to need.

Commentary

68. Standards at the end of Years 2 and 6 are well above national expectations in all aspects of the curriculum. This is a very good improvement since the last inspection, when standards were in line with those nationally. There has been a sizeable investment in staff training, hardware, data projectors and the creation of an information and communication technology suite. These improvements have all contributed well to raising standards.

69. Teachers plan lessons effectively and the quality of teaching is very good. The coverage of the different aspects of information and communication technology is very good. By Year 2, pupils are able to use the keyboard well, changing font size and colour. They word process their work and program a floor robot using simple commands. By Year 6, pupils confidently log on and close the computer down. They use spreadsheets and access the Internet to obtain information. They create simple multi-media presentations using a suitable program. Across the school, pupils are given frequent opportunities to practise these skills in other subjects. A good example of this was seen in the reception class when a child used a computer to practise sequencing by putting Teddy's clothes on him in the correct order.
70. The quality of teaching by the teachers and by the teaching assistants is very good. In addition, the pattern of developing skills and techniques, through whole-class sharing and then afterwards following up with smaller group teaching, works particularly well. It ensures time is used effectively and that pupils of all abilities make very good progress.
71. The subject is led and managed very well. There are very good plans for future developments. The implementation of the plan has been well monitored and teachers and teaching assistants are keen to ask for advice and support when required. The school has a very good capacity to improve further.
72. Technical support for the networked computers is, on occasions, slow to respond to problems. This causes frustration to teachers and pupils alike and can adversely affect progress.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Pupils achieve well and reach above expected standards.
- The quality of teaching and learning is very good.
- Leadership and management of the subject are very good.
- The curriculum includes a good range of worthwhile opportunities.
- Pupils have very good attitudes to the subject.

Commentary

73. There have been good improvements in the subject since the previous inspection.
74. Teachers use their very good subject knowledge to challenge pupils to think hard. They also plan very well, so that all pupils work at an appropriate level, including those with special educational needs. In a Year 4 lesson, for example, most pupils learned to use grid references, with the more able using six-figure references to identify a particular place on a map. This is one way in which teachers make good use of numeracy in geography. Pupils respond to such high expectations with enthusiasm and very close collaboration. Teachers also use their knowledge to engage pupils in learning about in-depth geographical areas. They support learning with very good resources, such as photographs and computers. Pupils in Year 6 carry out thorough research into mountainous regions and use the correct terminology such as 'uplift' in their writing. Pupils' presentation in books, including maps and illustrations, is high quality. This is an example of the extensive use pupils make of their literacy skills. Teachers encourage pupils to express their opinions as well as developing their knowledge and understanding. In Year 2, for example, pupils learn to think about why they would or would not like to visit Kaptalamwa in Africa.

75. The quality of teaching, together with the range of learning opportunities, establishes standards of attainment that are above national expectations. By Year 6, pupils have a good understanding of the relationship between people and their environment and the effect they have on one another. This enables them to discuss the advantages and disadvantages of by-passes and of living in villages or cities. Their knowledge of weather and rivers, however, is limited.
76. The subject leader has a very good action plan for the subject. This is based on full awareness of what needs to be developed and using what has been learned from assessment of pupils' progress. A recent week devoted to independent learning has had a good impact on one class's research on Chembokali. The school is in the process of applying this approach to more of its work in geography. Pupils make very worthwhile visits in order to develop and apply their skills. These include one to Gainsborough and one to Lincoln for a town study. However, there are appropriate plans to increase fieldwork.

Religious education and History

77. Not enough evidence was gained to make secure judgements about provision for religious education or history. Nevertheless, teaching and learning were observed, work was examined and, for religious education, discussions were held with pupils.
78. In the two lessons observed for **religious education**, teaching was thorough and used both artefacts and photographs, which pupils were encouraged to collect for themselves. Consequently, pupils were very interested in what they were learning and attained standards in line with or above the expectations of the locally agreed syllabus. Pupils' work is very well presented and gradually develops the use of their literacy skills to produce substantial pieces of writing. Studies of Christianity and other religions are thorough. Pupils' recall of what they learn is not detailed, although it is in line with the expectations of the locally agreed syllabus. The subject leader monitors the development of the subject very well, and plans for continuous improvement.
79. In **history**, pupils' work gives evidence of good progress. By Year 6, pupils demonstrate well above average understanding. They develop very good enquiry skills and record in depth what they learn and with very good illustrations. For example, in a study of Celts, pupils applied reasoning to decide where they would site their fort, huts and other constructions. This linked very well to their geography. Pupils made excellent use of their literacy and historical knowledge to write diaries as if recorded by a Celt. Pupils learn to explain events such as the Roman invasion, and compare ways of life in the past with modern life. The subject leader has excellent subject knowledge. This enables her to captivate pupils with accounts of her own work as an archaeologist, so that they experience, albeit second-hand, the thrill and wonder of actual discoveries.

Example of outstanding practice

A report of a history lesson in which the teacher used her own experience on a historical excavation to stimulate the pupils' learning, through the use of artefacts.

The teacher introduced the lesson with a series of fascinating photographs of an excavation in which she had participated. This provided the context for her display of Roman artefacts for pupils to handle. She painted a vivid picture of the excitement generated by actual discovery, which held the pupils spellbound. This included the catastrophic sight of the discovered Roman writing disappearing as it came into contact with the air. The teacher explained how modern techniques rescued the situation. Pupils mumbled excitedly. The teacher then gave pupils photographic examples of Roman writing. They commented spontaneously on similarities and differences between Roman and modern English letters. They showed their wonder at being able to read an actual invitation to a party. This gave them an insight into how real people lived and communicated. Pupils chose their favourite message from those found at the excavation, exclaiming, "I want to go there!". The lesson ended with the pupils poring over Roman writing in groups and trying to make transcriptions.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision for art and design is **good**.

Main strengths and weaknesses

- Good coverage of all aspects of curriculum.
- Very good teaching.
- Good leadership of the subject.
- Good displays throughout the school celebrate pupils' achievement in art and design.

Commentary

80. At the previous inspection, though no clear judgement was made, the report suggested that standards were above those expected nationally. From the limited evidence available on the current inspection, it would appear that standards remain above those expected because the pupils are taught very well and the subject is given a high profile through very good displays of pupils' work. It was possible to observe only one lesson during the inspection and, in this lesson, the quality of teaching was very good. The high quality teaching was reflected in very good learning and high achievement levels by the pupils.
81. In the Year 1 lesson the pupils were weaving. This lesson was based on the class topic of 'The Seasons', with each pupil working to depict their chosen season through their weaving. The choice of colours given to the pupils was wide and each pupil made the most of the choice to depict the seasons. The pupils had very good attitudes and worked very hard to achieve high quality work. They were well supported by the classteacher and the teaching assistants in their work. Throughout the school there is a range of high quality work displayed, indicating that pupils are given frequent opportunities to use a variety of media in their work.
82. The subject is well led and managed overall. The subject leader, in discussion with the other staff, has identified the need for developing the subject further by improving the scheme of work. The staff have also identified the need for more effective monitoring of teaching and learning and of pupils' work.

Design and technology

Provision for design and technology is **good**.

Main strengths and weaknesses

- Detailed planning ensures pupils of all abilities are appropriately challenged and supported.
- The subject leader has a very strong vision developing the subject and its implementation is having a good effect on standards.
- There are good links with other subjects.
- Pupils have positive attitudes towards design and technology.
- The tightness of design briefs does not always give pupils sufficient freedom to alter and improve upon their initial design or to evaluate as effectively as possible.

Commentary

83. During the inspection it was possible to observe only one design and technology lesson. Judgements have been based on scrutiny of pupils' work, study of teachers' planning, photographic evidence and discussion with the subject leader.
84. Teachers' plans are based on the Qualifications and Curriculum Agency's guidelines and this ensures that pupils of all ages receive appropriate teaching and learning, and progression of challenge from one year to the next. In the one lesson observed the quality of teaching was good. The lesson built on prior learning, the teacher was explicit in his expectations and pupils were well supported by the teacher and teaching assistant. As a result, all pupils, including those with special educational needs, produced a successful product. As the pupils were making torches, which required them to use an electrical circuit, there were good cross-curricular links to science.
85. The leader's very strong vision for the subject has enabled her to develop with colleagues a very effective scheme of work that has good links to other subjects. The prioritisation of design and technology in the school has raised its standing with pupils, parents and governors. At the same time standards have improved.
86. There are good links to other subjects. Pupils are therefore able to consolidate and practise their measuring skills for numeracy and those skills to do with instructional texts in literacy. The links to art and design, information and communication technology, science and history all help in making the pupils' learning meaningful for them. As a result, pupils have positive attitudes to their learning.

Physical education

Main strengths and weaknesses

- Very good leadership by the headteacher.
- Improved facilities, especially for games.
- Good staff expertise.
- Standards that are above those expected nationally.
- All aspects of the curriculum are taught well.

Commentary

87. At the previous inspection insufficient evidence was available to identify standards in the subject, but it was noted that it was 'obvious that good progress was being made'. As it was only possible to observe one lesson during the current inspection, a similar position is noted. As a result, it is not possible to make secure judgements about teaching or standards.

However, the results of the single lesson observation made, discussion with the subject leader (who is also the headteacher) and scrutiny of planning indicate that standards would appear to be above those expected nationally.

88. The subject leader has very good knowledge about the subject and uses this very well in developing the subject. Since the previous inspection the school has been able to purchase a field for games activities and this, along with the use of elements of the Qualifications and Curriculum Agency's scheme of work, has helped to improve standards. The school takes all pupils in Years 3 to 6 to the local swimming pool for lessons for one term each year. As a result, all pupils can swim the expected 25 metres by the time they leave the school. There are very good links to the local secondary school. This school has recently been awarded Sports College status, and staff and older pupils from that school help with the teaching of the subject.
89. The curriculum is well organised so that all required aspects are taught and all groups of pupils can make a high rate of progress. In addition to activities in and around the school, the pupils in Years 5 and 6 are taken on a residential visit to an activity centre close to Shrewsbury. Here, pupils are given opportunities to partake in such activities as abseiling, archery and orienteering. The opportunities given to the pupils enable them to make good progress in these aspects of physical education. The school uses expertise from outside the school very well to improve standards and to give the pupils many experiences in the physical education curriculum. For example, the local golf professional leads classes and an Olympic gymnast worked for one day with the pupils.
90. The subject is very well led and pupils' achievements are monitored through termly assessments of their performance. Targets are set by the staff and the pupils themselves identify how they can improve their own performance. The school provides a wide range of activities beyond the school day, including football, netball, cricket and athletics. The parents see this as a positive element of the school's provision. Parents support the school very well when, for example, they accompany their children to sporting events.

Music

Provision for music is **good**.

Main strengths and weaknesses

- Good coverage of all aspects of curriculum.
- Good leadership of the subject.
- Good extra-curricular provision.

Commentary

91. It was possible to observe only two lessons, one each for pupils in Years 1 and 2. Though there was a substantial difference in the quality of teaching in these lessons, overall it was good. The Year 1 lesson was taught by the subject leader and her expertise was instrumental in ensuring very high quality teaching. As a result the pupils made very good progress in their learning and achieved high standards. In contrast, the Year 2 lesson, whilst satisfactory, did not enable the pupils to make as much progress because the teacher's expertise did not allow the lesson to develop well enough.
92. Pupils sing well in assemblies and perform for a variety of audiences. For example, they sing in the village at Christmas, and perform plays and concerts for their parents. The school provides a good range of activities beyond the school day to support pupils' musical development. There are recorder, guitar and choir lessons for pupils of all ages. Some of the older children are given opportunities to learn to play instruments through the local education authority's music service.

93. The leadership and management of the subject are good. The subject leader is a very experienced musician and uses her knowledge well to monitor the subject. She undertakes regular observations of colleagues' teaching, discusses the progress the pupils make and gives specific support in planning and teaching skills to her colleagues.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- There are excellent relationships throughout the school.
- The teachers set very good role models for the pupils.
- The school council has been introduced relatively recently, and is not fully involved in giving pupils a say in what happens in their school.
- There are excellent links to the community and very good links to local schools.
- The school provides very well for pupils' sex education and they are made very aware of the dangers of drugs misuse.

Commentary

94. The pupils are taught to display respect to one another from an early age. This helps to develop the excellent relationships that exist in the school. The school's ethos is excellent. The staff give outstanding support to the pupils in their learning and in their personal development. The pupils are taught about the dangers of drugs abuse and the school provides very well in informing them about sex and relationships.
95. The pupils are encouraged to take responsibility for their own actions and they react very well to these expectations. They are very aware of right and wrong and ensure that other children are not upset by their, or others' actions. There is a very good system within the school for children supporting each other at playtimes to ensure that all children have a friend to play with.
96. The school council is in an early stage of development. Pupils are voted for by their classmates and have started having meetings to discuss how they can influence what happens in school. However, as yet, their views are not taken into sufficient account.
97. There are excellent links to the community. The school is very well regarded and this is reflected in the ways people in the community are welcomed into school and the pupils take an active part in community affairs.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	1
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	1
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
The leadership and management of the school	1
The governance of the school	1
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	1

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

