

# **INSPECTION REPORT**

## **SURFLEET SEAS END PRIMARY SCHOOL**

Surfleet, Spalding

LEA area: Lincolnshire

Unique reference number: 120419

Headteacher: Mrs P Smith

Lead inspector: Mrs R S Rodger

Dates of inspection: 5 – 7 July 2004

Inspection number: 258066

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:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	98
School address:	Station Road Surfleet Spalding Lincolnshire
Postcode:	PE11 4DB
Telephone number:	01775 680373
Fax number:	01775 680373
Appropriate authority:	Governing body
Name of chair of governors:	Mr S Lerner
Date of previous inspection:	July 5 1998

## **CHARACTERISTICS OF THE SCHOOL**

Surfleet Seas End primary school is located in the small village of Surfleet a few miles from Spalding in Lincolnshire. The area around the school is mixed socially with some pupils attending the school from neighbouring villages and remote rural areas. There has been an increase in the number of classes in the school since the last inspection. There are now four classes and 98 pupils on roll. All pupils are of White British heritage. Fourteen pupils have special educational needs, which is a below average proportion. Two pupils have a formal statement of special educational need. Special educational needs range from moderate learning difficulties, social, emotional and behavioral difficulties to specific learning difficulties. Average proportions of pupils join or leave the school at other than the usual times. Attainment on entry to the reception class is average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10347	Mrs R S Rodger	Lead inspector	Foundation Stage English History Geography Music Educational inclusion and racial equality
9958	Mr T Page	Lay inspector	
2759	Mr Sleightholme D	Team inspector	Mathematics Science Information and communication technology Art and design Design and technology Physical education Religious education Special educational needs

The inspection contractor was:

PBM Brookbridge and Bedford Ltd  
PO Box 524  
Cheadle  
Staffordshire  
ST10 4RN

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The overall effectiveness of the school is **satisfactory**. Staffing absence has had an impact on the achievement of pupils by Year 2 and as a result their achievement is unsatisfactory and standards are well below average. Standards have improved in Year 6 in the past year and are well above average in English and above average in science. Achievement overall is **satisfactory**. The quality of teaching is good in the Foundation Stage and in Years 3 to 6. Pupils are satisfactorily cared for and the school has an appropriate ethos based on shared values of trust and collaboration. The confidence of parents in the school has declined in recent years. The leadership is realistic about the school's weaknesses and, with the support of the local education authority, is tackling them systematically and with some success. The value for money provided by the school is satisfactory.

The school's main strengths and weaknesses are:

- Standards are well below average and achievement is unsatisfactory in Year 2 in reading, writing and mathematics and too few pupils achieve the higher levels of which they are capable.
- Standards have improved in English in Year 6 and are now well above average; they are above average in science.
- Provision in physical education is good.
- Provision in the Foundation Stage is good and children make good progress.
- The quality of teaching is good overall.
- Pupils have very good attitudes to learning and behave very well.
- Some subjects do not have a co-ordinator which is having an adverse impact on progress in mathematics and information and communication technology and some aspects of management are unsatisfactory.
- Links with parents are unsatisfactory.

Improvement since the last inspection has been satisfactory. In Year 6, pupils are challenged and higher attaining pupils achieve the levels of which they are capable in English and science. Improvement in Years 1 and 2 has been less secure. Provision in the Foundation Stage has improved considerably from being unsatisfactory to good. There are comprehensive assessment procedures in place that are generally implemented consistently. Nationally agreed schemes of work are in place for all foundation subjects and the arrangements to appraise the headteacher and members of staff are in line with statutory requirements.

### STANDARDS ACHIEVED

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

*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.*

The results<sup>1</sup> in the table above show that in the 2003 national tests Year 6 pupils attained well below average standards in English and mathematics and below average standards in science compared to similar schools. The early indications from the 2004 results in Year 6 and the evidence from lessons are that standards have improved considerably and are now well above average in English, above average in science and average in mathematics. The results of the 2003 national tests in Year 2 were above average in reading, average in writing and mathematics and high in the teacher assessments of science. Standards have fallen in Year 2 in the past year and are now well below average in reading, writing and mathematics. The achievement of Year 2 pupils in the past year has been unsatisfactory, partly as a result of staffing instability in recent months. Children in the Reception class are exceeding the national goals for early learning by the time they leave this class in personal, social and emotional development and knowledge and understanding of the world. They are meeting the goals for communication, language and literacy, mathematical development, physical development and creative development. Standards are average throughout the school in information and communication technology, religious education, art and design, design and technology, history, geography, music and physical education. Achievement is good in physical education and satisfactory in all other foundation subjects.

Pupils' personal qualities are fostered **effectively**. Their spiritual, moral and social development are well promoted. Cultural development is satisfactory. Attitudes and behaviour are very good. Attendance is average.

### **QUALITY OF EDUCATION**

The quality of education provided by the school is **good**. Teaching is **good** overall. It is good in the Foundation Stage and in Years 3 to 6; it is satisfactory in Years 1 and 2. A lack of challenge and insufficient account taken of the needs of pupils in mixed age classes has had an adverse effect on achievement in Years 1 and 2. Pupils learn well and make good progress when they are interested and involved. The curriculum overall is satisfactory, there are some good innovations planned and exciting visits and visitors and a good range of out of school clubs and sports enrich the pupils' education. Some aspects of information and communication technology are not taught due to lack of resources. Links with the community and other schools and colleges are good but with parents they are unsatisfactory.

### **LEADERSHIP AND MANAGEMENT**

Leadership and management are **satisfactory**. Leadership by the headteacher is satisfactory. She is very effectively supported by a senior member of staff. The headteacher has a clear vision of what needs to be done to improve several aspects of the school's work but has been not fully successful in this because of staff absence, her heavy teaching commitment and some weaknesses in her time management. Teamwork among staff is supportive and effective. Roles and responsibilities for some subjects are unclear. The work of the governors is satisfactory. They have set an overall direction in their five year development plan and are working with the headteacher to match their strategic vision to the school improvement plan. Some minor statutory requirements are not met. Governors are aware they need to challenge as well as support the headteacher but have been hampered by lack of information.

### **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents believe their children like school, behave well and have to work hard and learn to become mature and independent. However, a significant proportion of parents are dissatisfied with several aspects of the school's work. They believe that their child may be bullied or

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<sup>1</sup> Caution is needed in interpreting the results of national tests when year groups are small.

harassed in school, that they are not kept well-informed about their child's progress and that the school is not well led and managed. They say they are not asked for their views or know how they can help their child at home. The inspection team found no evidence of bullying. The headteacher leads the school satisfactorily by the example of her very good teaching, but there are some weaknesses in the information provided to parents. Most pupils know they can turn to an adult if they are worried, have to work hard and that teachers listen to their ideas.

### **IMPROVEMENTS NEEDED**

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

- raise achievement and standards in reading, writing and mathematics in Year 2;
- teach the full programme of study for information and communication technology;
- improve relationships with parents by having a more open dialogue;
- address weaknesses in the management of the school by clarifying roles and responsibilities for all subjects, ensuring the governors hold the headteacher to account for the strengths and weaknesses in the school and establishing clear and effective lines of communication.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Achievement is **satisfactory** overall; it is unsatisfactory in Year 2 and good in Year 6 and in the Foundation Stage. Pupils with special educational needs achieve satisfactorily in Years 1 and 2 and achieve well in Years 3 to 6. In Year 2, standards are well below average in reading, writing and mathematics and average in science. In Year 6, standards are well above average in English, above average in science and average in mathematics in Year 6. Standards are average in information and communication technology, religious education and in the foundation subjects throughout the school; achievement is good in physical education and satisfactory in the other subjects where a judgment was possible.

#### Main strengths and weaknesses

- As a result of disruptions to teaching in Year 2, standards are well below average in reading, writing and mathematics and achievement is unsatisfactory.
- Standards are well above average in English and above average in science in Year 6; achievement is good because of good teaching.
- Achievement in the Foundation Stage is good.

#### Commentary

1. Standards have fallen in Year 2 in the past year and pupils are not achieving satisfactorily. There are several reasons for this: the pupils have been taught by several teachers throughout the previous year which has resulted in lack of continuity in their learning; there has been a lack of monitoring and support by subject leaders in English and mathematics; and a high priority has been given to improving standards in Years 3 to 6.

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

Standards in:	School results	National results
Reading	16.3 (14.0)	15.7 (15.8)
Writing	15.0 (12.8)	14.6 (14.4)
Mathematics	16.6 (14.3)	16.3 (16.5)

*There were 15 pupils in the year group. Figures in brackets are for the previous year*

2. The standards reached in the 2004 national tests are not as good as the results shown in the table above and are reflected in lessons where standards are well below average, especially for more able pupils as a result of low expectations and a lack of challenge in the teaching throughout the year.

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

Standards in:	School results	National results
English	26.5 (29.2)	26.8 (27.0)
Mathematics	26.5 (27.5)	26.8 (26.7)
Science	29.3 (28.1)	28.6 (28.3)

*There were 13 pupils in the year group. Figures in brackets are for the previous year*

3. The standards achieved in Year 6 in the most recent national tests in 2004 are much improved on the previous year as a result of good teaching, especially in English where standards are well above average with two thirds of the pupils achieving the higher levels. Standards have improved, partly as a result of the impact of external support for literacy and the consistently good teaching throughout the year that has challenged the pupils and ensured they achieve as well as they are capable. The lack of leadership has had an impact of standards in mathematics which have not risen as much as in English and science because there have been no checks on pupils' work or what they have been learning.
4. Children start in the Reception class with average standards in all the areas of learning. By the time they leave the Reception class they have reached the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development. They are exceeding the early learning goals in personal, social and emotional development and knowledge and understanding of the world. The children work hard and many persevere particularly when solving a problem.
5. Pupils with special educational needs achieve satisfactorily in Years 1 and 2 and well in Years 3 to 6. For example, in a Year 1 and 2 lesson, pupils who have special educational needs listened carefully as their teacher sounded each word out carefully as part of a bingo game and made satisfactory progress as they tried to match the sounds they heard to the words on their individual card. A Year 5 pupil with special educational needs achieved well during an English lesson because the teaching assistant provided regular support and additional elementary explanations; this helped the pupil to be fully included as the lesson progressed.
6. Standards in information and communication technology are generally average. For example, in Year 2 pupils word process confidently and some have learned how to highlight text and change the size of the font. By Year 6, pupils have developed their word processing skills much further and locate files and scroll texts, but have not had experience of spreadsheets or control technology.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are **very good**. Spiritual, moral and social development are very good and cultural development is satisfactory. Attendance is satisfactory and punctuality is good.

### **Main strengths and weaknesses**

- Pupils are happy in school and settle very well to work.
- Relationships are good.

- Pupils have a mature outlook and are able to accept responsibility.
- Provision for understanding the traditions of diverse cultures is underdeveloped.

## Commentary

- Pupils like being in school. They are stimulated by good teaching and respond positively to the school's expectations of very good behaviour. They quickly settle to work and this leads to largely uninterrupted lessons and good productivity. Pupils are courteous and polite around school. One pupil was excluded for a fixed-term during the last year; the pupil concerned has left the school.
- Pupils' personal development is well fostered. There is good participation in out-of-school activities and school performances. Conversations with pupils, and their written accounts of school trips, including a residential visit, confirm their interest and enthusiasm. Relationships between pupils and adults who work in the school are good. This underpins pupils' confidence and self-esteem, and leads to a happy atmosphere which is free of bullying and oppressive behaviour. Pupils work together well, support each other constructively in lessons, and are happy to recognise and applaud the achievements of their peers. Pupils respond well to being given responsibility. Older pupils manage the props for assemblies, help distribute milk and fruit to younger pupils, and manage the storage and distribution of playground games. There is an effective buddy system and some shared reading between the age groups.
- Pupils' spiritual development is good. The school's ethos encourages pupils to grow and flourish in a considerate community, and an open teaching style values pupils' spontaneity, encourages individual interpretation, for example in creative writing, art, and performance, and leads to pupils achieving well when teaching is consistent and uninterrupted. Moral development is good. Pupils agree with school rules, show consideration to one another, and behave very well. They understand that there are people less fortunate than themselves when raising money for charity, and are beginning to understand that people hold different faiths and beliefs through religious education lessons.
- Social development is good. The school fosters a strong sense of community that is well reflected in the pupils' work and they are given opportunities to develop leadership skills. Cultural development is satisfactory. Good opportunities are provided to explore pupils' own cultures, but there are fewer experiences of learning about the traditions of more diverse cultures other than through religious education. Staff have been well-prepared to support Traveller pupils, although there are currently none attending the school. Year 6 pupils learn about the rights of children across the world in personal, health and social education (PHSE).

### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	5.5	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.*

### **Ethnic background of pupils**

Categories used in the Annual School Census
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### **Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
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White – British	98	1	0
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*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching and learning are good. The curriculum is satisfactory; there is a good enrichment programme. There are some statutory omissions in the teaching of information and communication technology. The time provided for the teaching of Years 1 and 2 and Years 3 to 6 are below national recommendations. Links with the community are good but they are unsatisfactory with parents.

### Teaching and learning

The quality of teaching and learning is good overall. Assessment is good which is an improvement since the last inspection.

### Main strengths and weaknesses

- Teaching in Year 3 and 4 is very good; it is good in the Foundation Stage and in Years 5 and 6.
- Teaching assistants provide effective support for pupils with special educational needs.
- Assessment arrangements have improved since the last inspection; a useful tracking system has been put in place recently.

#### *Summary of teaching observed during the inspection in 27 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	5	14	6	1	0	0

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

11. Teaching is very good in Years 3 and 4 because:

- pupils are told clearly what they are expected to learn; this is displayed so they can see it;
- innovative practices such as linking learning about persuasive writing to learning about a Viking invasion means that pupils are engaged in learning and fully interested;
- lessons are well organised and pupils are well-managed;
- demonstrations are clear and helpful to pupils;
- Work is well matched to the different age groups in the class.

12. In the Foundation Stage, there are good opportunities to use the outdoor environment to extend children's learning, for example, children played together harmoniously outside balancing and negotiating with each other well on scooters in a cordoned off area. Older pupils are very well managed and behave very well in lessons. Resources are well used to support pupils' learning, for example, Year 5 and 6 pupils learned basic numeracy skills effectively as a result of the use of an interactive whiteboard.

13. Overall, the support provided by teaching assistants is effective. Some have a very good understanding of the pupils and their individual needs. They provide sensitive support and encouragement by working alongside individual pupils and intervening skilfully. The positive

encouragement through good eye contact between a teaching assistant and a very young pupil helped the pupil to feel sufficiently confident to offer a comment during a class discussion. Teaching assistants keep their own records and have copies of relevant documentation such as individual education plans.

14. Teaching and learning in Years 1 and 2 are only satisfactory and some pupils are not achieving the levels of which they are capable. The teaching does not take sufficient account of prior learning and work is too frequently repetitive and lacking in challenge. The work of some pupils in Year 2 shows a fall in standards over the year, especially in writing. The good, school-wide assessment procedures are not followed with sufficient consistency and marking is too general and does not help pupils know what to do to improve their work. Pupils complete too many worksheets, especially in mathematics. One lesson observed was unsatisfactory because the work provided was not well matched to the learning needs of the pupils and the more able were insufficiently challenged.
15. Assessment has improved, especially in Years 3 to 6. There is now a thorough tracking system in place to monitor achievement over time. Targets are shared with pupils in Years 5 and 6 and also included in pupils' books to give them some responsibility for tracking their own progress. This is generally most effective in English and for pupils with special educational needs, as a result of the good impact of the leadership in these two areas of the school's work; it is satisfactory in mathematics and science. The school has very recently received considerable support from the local authority for the introduction of the assessment scheme in English.

## The curriculum

The school provides a **satisfactory** curriculum, a **good** enrichment programme and **good** innovative learning opportunities. The provision for personal social and health education and extra curricular activities is **good**.

## Main strengths and weaknesses

- The amount of taught time is below that recommended nationally.
- Pupils' learning is enhanced by involvement in projects, through visits and accessing the expertise of visitors.
- There are some innovative approaches to help pupils prepare for the next stage of education.
- Personal, social and health education are promoted well.
- Pupils find the good range of extra-curricular activities appealing.

## Commentary

16. The curriculum for pupils in the Foundation Stage is good and enhanced by a well – resourced outdoor area that is used regularly by the children. The school provides a satisfactory curriculum for pupils from Year 1 to 6 that meets statutory requirements and those written into the locally agreed syllabus for religious education. Some important aspects of information and communication technology are not taught. The timing of the school day shows that the amount of time identified for teaching is below the national recommendations throughout the school.

17. Pupils who have special educational needs and those identified as more able access the same overall range of learning opportunities as other pupils. Generally, the curriculum is fully inclusive. Teaching assistants make an important contribution to the achievement of pupils who have special educational needs. By working alongside individual pupils and intervening skilfully, they provide sensitive support and encouragement.
18. The headteacher has been keen to enrich learning by the use of curriculum projects. The successful partnership with other schools in a nationally funded arts project provided pupils with the chance to enrich their artistic, musical and dance skills. School visits are used well to help pupils improve their learning in the humanities. Pupils visited Hunstanton as part of a unit of work on tourism, and a local museum when their history focus was on World War 2. Theme days are used well to consolidate these learning experiences and a weekend residential visit provides good opportunities to promote social development as well as team building skills. A good link with a local manufacturer of cane furniture provided a good opportunity for pupils to visit the factory and then use the knowledge gained to plan, design and make their own models of chairs in design and technology lessons.
19. Good links have been established with secondary schools to help pupils transfer from Year 6 to Year 7. The involvement in a literacy and numeracy transition project has provided Year 6 pupils with activities that can be carried forward into Year 7. The introduction of the teaching of French has been well received by the pupils and they find the lessons lively and enjoyable. They are taught elementary conversational skills through a programme that is very inclusive and encourages pupils to support each other.
20. A good range of extra-curricular activities is very popular with the pupils. They cover sports and creative themes. Three activities observed during this inspection confirmed the appeal of these clubs.

## Care, guidance and support

The school has **satisfactory** procedures for pupils' care, welfare, health and safety. It provides **satisfactory** support, advice, and guidance based on monitoring. The involvement of pupils through seeking, valuing and acting on their views is **satisfactory**.

## Main strengths and weaknesses

- Health and safety procedures are effective.
- Procedures to track pupils' progress are developing well.
- Relationships are good.

## Commentary

21. The school has effective health and safety policies and procedures, and takes part in the healthy schools initiative. Child protection procedures follow locally agreed guidelines, staff are aware of their responsibilities. Secure links have been established with support agencies. The school grounds are safe and there are very thorough procedures in place to ensure that pupils learn to swim as soon as they can because of the large number of rivers and open drains in the area and immediately adjacent to the school. Pupils are well supervised at all times. Guidance for pupils about personal safety is good and is included in the personal, social, and health education curriculum.
22. Relationships between pupils, teachers, and other adults who work in the school are good. This leads to a confident community built on mutual respect, and effectively nurtures the independence and maturity of the pupils. It is evident in the Foundation Stage, where pupils achieve well and quickly reach above average levels of personal, social and emotional development, through to Year 6, where pupils have a clear sense of responsibility, contribute to the smooth running of the school, and act as good role models to younger pupils.
23. Academic assessment is good. Marking is satisfactory with targets for improvement provided for individual pupils in English. The regular celebration of pupils' achievements in assemblies reinforces teachers' awareness of all pupils' personal development well.
24. The involvement of pupils through the school seeking out and acting on their views is at an early stage. A school council was set up in January but it is too early to measure its success. It is already an effective conduit for informing teachers of pupils' concerns and suggestions, and initial responses indicate that staff are listening. Currently, the headteacher is considering their request for a friendship bench to be placed in the playground.

## Partnership with parents, other schools and the community

Links with parents are **unsatisfactory**. Partnerships with the community and other schools and colleges, are **good**.

## Strengths and weaknesses

- Many parents have expressed dissatisfaction with the school.

- The school enjoys good support from the community, and makes good use of the local area as a learning resource.
- Good relationships with secondary schools lead to curriculum enrichment and continuity of learning.



## Commentary

25. Links with parents are unsatisfactory because the school has been unsuccessful in maintaining an effective dialogue. Parents say they are unhappy about the lack of consultation, information about their children's progress, the management of the school, bullying, support for learning at home, and feeling uncomfortable about discussing problems or complaints. Most parents agree that induction arrangements are good, children like school and behave well, teaching is good with high expectations, and that pupils are encouraged to become mature and independent.
26. Much of the disquiet appears to rest with disruptions to teaching caused by staffing problems, which have now been resolved. The school is well aware of these problems and has made a good start in improving liaison with parents through surveys by the governors, arranging curriculum workshops, and including a parents' feedback sheet with pupils' annual reports.
27. Pupils' annual reports lack individuality because they are computer generated and they omit details of the attainment levels reached by pupils, although this information can be requested at the termly parents' meetings. Parents of pupils with special educational needs are regularly involved in the reviews of their individual education plans. The style of other written communications can be heavy handed at times but the school does provide a satisfactory level of information to keep parents updated about school life, and an outline of curriculum coverage so that parents can support their children's learning at home.
28. All teachers are in the playground after school supervising the collection of pupils and they talk informally with parents. Other meetings can be arranged but the availability of the headteacher is restricted because of her substantial teaching commitment. Conversations with parents and pupils during the inspection indicate that bullying is not a significant problem, and confirm pupils' enthusiasm for school.
29. There are many positive links with the local community. These include pupils using the area as a learning resource to enrich their learning; participation in village events such as the Remembrance Day service; performing for and visiting elderly residents at the Forget me not club; and supporting local charities. Local clubs, organisations and businesses raise money for the school and provide resources, Peterborough Football Club provides coaching, and volunteers help in the running of a wide range of extra-curricular activities. The Parents and Teachers Association is not well supported by parents.
30. Links with other schools and colleges are good. Regular French lessons, which are voluntarily taught by the Head of French at a local secondary school, together with a transitional curriculum for Year 6 pupils, prepare pupils well for the next stage of their education. The management of the transfer of pupils is satisfactory. The school's membership of a local cluster group and the work experience places offered to secondary school and child care students all contribute positively to the pupils' education.

## LEADERSHIP AND MANAGEMENT

Leadership and management by the headteacher are **satisfactory** overall; she is very well supported by a senior teacher. Governance is **satisfactory**.

## **Main strengths and weaknesses**

- The headteacher leads well by the example of her very good teaching.
- The support of the newly appointed senior teacher is very good.
- Governors have set an overall direction for the school in their five year development plan, but there are some weaknesses in communication.
- Staff absence has been a barrier to achievement in recent months.

## Commentary

31. The headteacher is a very good teacher and as a result she provides a good role model for other staff. She has a strong commitment to the school and takes a leading role in introducing innovative practices in her class where very good links are made between subjects, especially history, geography and English. Strong teamwork is a positive feature of the headteacher's leadership. However, as a teaching head, there are times when important responsibilities, such as writing letters to parents, are inappropriately delegated to others. School self-evaluation is satisfactory; the headteacher has a realistic view of the school's strengths and weaknesses but has not always been prompt to deal with problems arising.
32. A recently appointed senior teacher has tackled underachievement in Years 5 and 6 with gusto and great success; she provides a good exemplar to other staff as well as supporting less experienced staff. She has introduced an assessment system and successfully revised and updated the provision for pupils with special educational needs. There is a consistent approach to recording the progress of pupils who have special educational needs and software to assist with the writing of individual education plans has been introduced. The manager is not, however, provided with any time specifically for administration or to observe pupils who have special educational needs being taught or supported. This is an unsatisfactory aspect of school management. The special educational needs register is updated regularly and there are satisfactory links with specialist external staff. Pupils' individual education plans are updated each term and reviews are completed satisfactorily in collaboration with teaching assistants and parents.
33. The role of the governors is satisfactory. Many of the governors are relatively new to the post, including the chair. They have worked well to set a clear agenda for the future development of the school through the five year business plan and appropriately challenge the headteacher to match the school improvement plan to their business plan. Minutes of meetings held over the year suggest there has been too little attention given to the performance of the school and a consequent lack of challenge to the headteacher in this major aspect of the school's work. There have been some unavoidable delays in implementing performance management targets for the headteacher and, overall, this is an aspect of the management of the school that has slipped this year. Some minor statutory requirements are not met. These are the lack of an internet access policy shared with parents, a lack of detail in the information about provision for disabled pupils and insufficient information about the professional development of staff, all of which should be published in the governors' annual report to parents or the school prospectus.
34. Governors have managed the budget efficiently. Day-to-day matters are dealt with well by the school clerk. To ensure that current staffing levels are maintained, the governors carry forward a larger than average figure. Generally, the governors ensure they achieve best value from their spending.

### ***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)		Balances (£)	
Total income	234,270	Balance from previous year	21,340
Total expenditure	207,859	Balance carried forward to the next	17,870

Expenditure per pupil	2,259
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## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

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

Provision for children in the Foundation stage is **good** and has improved since the last inspection.

Children can join the Reception class in the term after they are four, although very few do this. Generally all the children start in September of the year in which they are five.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children achieve very well because of the good teaching and high expectations of the staff.
- Children are likely to exceed the early learning goals in this area of learning.

#### **Commentary**

35. Achievement in this area of learning is very good. The children sustain interest and persevere with their work and take very good responsibility at the same time. For example, two girls shared paints and talked about the pictures they were painting very well. All children listen and concentrate very well because they are interested and involved in what is going on. They cooperated very well as they played bingo and were very attentive as they found out about the life cycle of the butterfly. Lessons are very well planned and build very well on the children's prior experiences.
36. The children are confident and concentrate well. They contribute well in small group sessions and demonstrate good levels of interest in their work. They are beginning to be adept at listening to the views of others. Children have a strong sense of self discipline most of the time which contributes to their very good achievement in this area of learning.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

#### **Main strengths and weaknesses**

- The children are confident and competent talkers.
- Children are encouraged to write about the things they see.
- Reading progress is very thoroughly assessed and recorded.

#### **Commentary**

37. The children are on line to meet the early learning goals in almost all aspects of this area of learning. Achievement is good as a result of good teaching. The children are

encouraged to describe what they see to each other, for example, younger children were excited by a puppet's questions as they recalled what they had done on different days of the week. Detailed planning and good resources all contributed to the good achievement of the children.

38. Many children are on line to exceed the early learning goals in this area of learning, particularly in early writing. The higher attaining and some of the average attaining children are exceeding the early learning goals for writing. They write in sentences and know that a capital letter and full stop start and finish a sentence. The children's writing books show good progress through the year; letters are correctly formed and evenly sized; words are separated and these children compose their own sentences, for example, 'This is a spider, it has got 8 legs'. Children held their pencils correctly when writing.
39. The children are interested in books and refer to them to find out about the investigations they carry out. Their reading progress is very carefully checked and assessed at different stages through the year. Overall assessment arrangements for communication, language and literacy are very thorough and ensure that the work the children do is very well matched to their needs. Examination of the current planning and the work completed by the children throughout the year shows there is a good emphasis on the recognition of sounds to help children learn to read and write.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Good opportunities are provided for children to develop mathematical skills in all areas of learning.

### **Commentary**

40. Teaching and learning are good. The children are likely to meet the early learning goals in this area of learning. Achievement is good. Planning is detailed and shows good progression over time and resources are well prepared. Children learned how to order the days of the week and to count seven days. They counted the legs on a spider and have completed simple additions of money. A high priority is given to learning key mathematical vocabulary. Role play is used effectively to apply the mathematical skills of counting money and to use mathematical words when they weigh and compare sizes.
41. The children have completed a number of workbooks covering all aspects of this area of learning. More able children take away single digit numbers and show they can count in tens. In whole class sessions, children learn to count to 20 and to write numbers to 20.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Very good opportunities are used to apply communication, language, literacy and mathematical skills to this area of learning.
- Practical and investigative work is given a high priority.
- Children are confident and competent users of the computer.

## Commentary

42. Teaching and learning are very good in this area of learning and the children achieve very well. The links to reading and writing are very good. The children read *The Very Hungry Caterpillar* with the teacher and individual children read single sentences such as, 'The butterfly lays an egg on a leaf'. Good encouragement was provided by the teacher to involve the children in reading the story. A good supply of high quality information books are available to encourage the children to find out about living things.
43. The children have learned about all the people who help them: the firefighter; lollipop person; and police officer. They have constructed pictograms to show what food was good for them and how they travel to school. By observing different vehicles, they find out about long and short journeys. There are frequent opportunities for the children to discuss what they have found out in pairs or as part of the whole class. They learn about the past by comparing photographs of themselves as babies with how they are now as well as comparing what a baby needs with what they need. To make the learning greater fun they watched as a real baby was bathed and talked about the equipment needed for this. As a result of such a wide range of experiences the children are likely to exceed the early learning goals in this area of learning.
44. Good opportunities are provided for the children to use the outdoor area to learn about the environment. This provides a good stimulus for the children and they were very enthusiastic when out hunting for minibeasts. Before this, the children talked about what it would feel like eating so much food. The children talked animatedly about this, especially the boys; the teaching kept the children calmly on task and encouraged good quality discussion. Using colourful illustrations, the teacher demonstrated how the caterpillar changed into a cocoon. The zoning of the outdoor area means that suitable resources are available for the children to choose for themselves when playing independently.
45. Many children have well developed information and communication technology skills. They use the cursor confidently and accurately as they match the name of an insect to its picture and then write their name. Some children are so skilled that they very easily change the program.

## PHYSICAL DEVELOPMENT

This area of learning was sampled. The children showed good levels of coordination and skill as they used the wheeled toys outside. Fine motor control is good and children manipulate construction material well as they build using plastic blocks. The designated outdoor area is well-used and resourced for a range of areas of learning, including physical development. Generally, the play is self-initiated rather than planned which means there are some missed opportunities to extend physical skills of repeating, linking and adapting movements. During the inspection, the planned learning for physical development was to use quoits safely and how to aim. The children are likely to meet the learning goals in this area of learning and achievement is good.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Good role play opportunities are provided inside and outside.
- Children use their imagination well in art and design and music making.
- Resources for painting outside are limited.

### **Commentary**

46. Achievement is good and the children are likely to reach the early learning goals in this area of learning. Teaching and learning are good. During the inspection, the children had access to three well resourced role play areas: a gardening zone and a domestic play area outside and a garden centre inside the classroom. As a result, the children learned how to 'buy' and 'sell' goods in a garden centre as well as learning what sorts of good are bought and sold. The areas are well resourced. The children took part in good quality independent play in the outdoor role play areas.
47. Displays around the classroom show that the children have experienced a good range of media. Printing, collage, cutting and sticking, drawings of insects and some observational drawings of plants support the current topic well. Musical instruments had been made from plastic tubs containing various fillings. Children sat quietly in a circle listening to the sounds of each instrument and tried to guess which material had been used to make the shaker. Good encouragement was given to help the children listen to the sounds to match this to the contents of the shaker.
48. The children had access to painting inside and outside and took good responsibility for initiating what they wanted to paint in their free choice time. For example, two girls discussed the merits of their respective paintings of a hotel. Large brushes and pallets of small blocks of paint made this task difficult for the children who needed to have smaller brushes and ready mixed or powder paint to mix for themselves.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory**.

### **Main strengths and weaknesses**

- Standards in Year 6 have improved and are well above average.
- Standards are well below average and achievement is unsatisfactory in Year 2, especially for more able pupils.
- The impact of new subject leadership has been good in Years 3 to 6 but less so in Years 1 and 2.
- The use of literacy across the curriculum is good.

### **Commentary**



49. Standards by Year 6 have improved in the past year because of good teaching. As a result, achievement is good with an above average proportion of pupils achieving the higher levels of attainment. Pupils with special educational needs achieve well. Standards in speaking and listening are above average; this was reflected very well in the end of term performance by the Year 5 and 6 pupils. Pupils played their roles in *Robin Hood* very well as they improvised and sang harmoniously. The inclusion of pupils with special educational needs in the performance was very good. Boys in particular achieve well because of the interesting writing tasks they complete, very often linked to a history or geography topic, especially in Years 3 and 4. For example, using their knowledge and understanding of the Viking period, pupils wrote a series of persuasive statements to include in a flier to recruit sailors to fight the English as a link to a history topic.
50. Based on their average standards in reading and writing when they start in Year 1, achievement by Year 2 is unsatisfactory. Although the teaching observed during the inspection was satisfactory, the evidence from the pupils' work and standards achieved in the most recent 2004 national tests indicates a considerable level of underachievement. In lessons, the Year 1 pupils are achieving as well as the Year 2 pupils which is a reflection of the lack of challenge and low expectations in the mixed age Year 1 and 2 class. For example, checks of pupils' work show that some pupils started in Year 2 beginning to write a cursive style of handwriting and had reverted back to printing half way through the year. Capital letters were used inconsistently and overall, pupils complete too little independent writing. The underachievement is a result of too little account taken of the wide age and ability range in the class. The relatively new subject leader has not had time to address this weakness or to give support in Years 1 and 2.
51. The subject leader is new to the school. The school has been supported by the local authority literacy consultant but all the efforts have been put into improving standards in Years 3 to 6 and these have been successful. The subject leader has a clear action plan to improve the subject throughout the school, but is hindered by the lack of time during the teaching day to support colleagues. The main priorities for improvement are to:
- increase monitoring and support, especially in Years 1 and 2;
  - increase the use of information and communication technology in the subject;
  - ensure that all support staff are appropriately trained to provide additional support.
52. Leadership by example of good teaching is secure and effective, although currently other members of staff are unable to observe the existing good teaching. Good steps have been taken to improve assessment arrangements; the recently introduced levelling of a piece of unaided writing is helping to raise expectations. National test results are analysed to identify areas of weakness in teaching and remedial action is taken.

### **Language and literacy across the curriculum**

53. Good opportunities are provided to use literacy skills in other subjects. Much of the independent writing completed by pupils in Years 3 to 6 is linked to history or geography based work. As a result, it is evident from the positive response and participation of boys in their written work, that the purpose of the writing tasks is motivating.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are well below average in Year 2 but average in Year 6.
- Pupils in Years 1 and 2 do not achieve as well as they could.
- Teaching is good in Year 3 to 6.
- Subject leadership arrangements are unsatisfactory.

### **Commentary**

54. Standards in all aspects of mathematics are well below average by the end of Year 2 but average by the end of Year 6. This represents a similar picture for standards at Year 6 at the time of the previous inspection. In Year 2 most pupils add and subtract numbers to 100 accurately. The pupils' double numbers and they recognise simple fractions such as one half and one quarter. Some more able pupils know their elementary tables and use these to work out sums such as  $7 \times 5$ . These pupils have started to find shortcuts to solve number tasks quickly. For example, they add 19 by adding 20 and taking away 1. Most pupils tell the time on a clock face in terms of hours; more able pupils can read it also as 'quarter to' and 'quarter past' the hour.
55. In Year 6 most pupils can write and say numbers such as 7330 and they know the place value of each digit. Pupils have learned about decimals, they recognise negative numbers, can simplify fractions and can record data to construct a frequency chart. Pupils use a protractor to read and draw angles and they accurately calculate the perimeter of a shape.
56. Given that by the time they leave the Reception class standards are broadly average, achievement in mathematics by Year 2 is unsatisfactory. Two factors explain this. First, in recent months there has been instability in staffing for infant age pupils. Secondly, although teaching has been broadly satisfactory over time, it has not successfully stretched more pupils who potentially are capable of reaching above average standards by Year 2. Early indications of the 2004 tests for seven year olds show the percentage of pupils attaining above average standards is likely to be well below that found in most schools.
57. Most Year 6 pupils have made the gains expected given their individual attainment assessed in mathematics tests at age seven in 2000. Early indications of the 2004 tests for 11 year olds show a small percentage point improvement on the results secured in 2003. However, the good achievement reported for English and science that has ensured higher attaining pupils reach the standard of which they are capable, has not been evident in mathematics and the overall achievement of all pupils, including those with special educational needs, by Year 6 is satisfactory.
58. Good teaching is a regular feature of lessons for junior age pupils; sometimes these lessons are taught very well. Teachers ensure sufficient attention is given to the acquisition of basic number skills and mental sessions are delivered at a brisk pace. This helps the pupils quickly to become engaged in the subject. In a lively mental session on factors for pupils in Years 3 and 4, the teacher skilfully used a computer to show effectively how some numbers have common factors. The pupils responded very well to this lively teaching because they found it very appealing. In a very good lesson for pupils in Years 3 and 4, the teacher asked three pupils to hold number cards in front of the class to represent place value. The pupils became quickly involved by suggesting how each person should change places to represent the largest and smallest number and in doing so improved their understanding of hundreds, tens and units.

59. The absence of a manager to co-ordinate this subject is unsatisfactory. This is impacting negatively because at present there is no clear line of responsibility regarding the monitoring of standards and pupils' achievement in this subject.

### **Mathematics across the curriculum**

Pupils are provided with many opportunities to improve their numeracy skills through work in other subjects. Infant pupils consolidated their understanding of the order of number in a counting activity within a religious education lesson. Junior pupils used their knowledge of counting in 2s, 5s and 10s when planning the scale on a graph to record their science investigation data.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are above average in Year 6.
- Pupils' achievement in Years 3 to 6 is good.
- Teaching in a class covering Years 3 and 4 is very good.

### **Commentary**

60. Due to timetabling arrangements only two lessons were observed during this inspection, both in a class covering pupils in Years 3 and 4. There is insufficient evidence to make secure judgments of teaching, learning and pupils' achievement in Years 1 and 2. However, scrutiny of pupils' past work shows standards to be average in Year 2 and above average in Year 6 where there is good achievement reflecting successful teaching.
61. The science programme follows a commercial scheme that covers all aspects of the subject each year. As a result, pupils have access to a good range of science experiences and by Year 2 they have compared materials such as wood and plastic and can describe them using terms such as smooth and opaque. They detect differences in sounds produced by different percussion instruments and those around them made by the wind and the birds. Pupils test how well a car moves down a ramp depending on the surface it is travelling across. With this good curriculum being regularly provided Year 1 and 2 pupils have started to compare results and draw conclusions.
62. Teaching assessments in 2000 of pupils currently in Year 6 showed they reached average standards at age seven. Early indications show most of these pupils have achieved well during their time in Years 3 to 6, so that by 2004, at age 11, almost half of them have attained above average standards. By Year 6 pupils know how to plan and undertake a fair test, investigate topics such as micro-organisms, record temperatures accurately and have a good grasp of scientific knowledge such as that about the solar system.
63. The good junior teaching over time has clearly impacted positively on the rate of achievement of pupils in Years 3 to 6. During the inspection two lessons showed that teaching is at times very good. These lessons were very successful because the teacher first ensured that the topic, an investigation into the attracting power of different types of

magnet, built well on the pupils' prior learning. During the previous lesson, pupils' very good detective work on testing whether coins of certain dates could be picked up by a magnet had led the pupils to realise that this was only true after 1990. This follow up lesson started well with good recall of knowledge about magnets. Then, through engaging in dialogue, the pupils were taught the importance of setting up a fair test. The good provision of sufficient magnets allowed all groups to make quick progress as they planned to address key questions such as "What will we keep the same and what will we change? What will we measure?" Very skilled intervention by a teacher with very good subject knowledge, an ability to pose challenging questions and a talent for engaging the pupils' interest helped to ensure the pupils achieved very well. Later in the week, a follow up lesson was used very well to discuss the results produced and how these could be presented on a bar graph. Leadership is satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

No lessons were observed during the inspection. There is insufficient evidence to make secure judgements of teaching, learning and pupils' achievement. Analysis of pupils' work and discussion with pupils at workstations shows standards to be broadly average in Years 2 and 6. There are important weaknesses in the information and communication technology curriculum and aspects of management that are unsatisfactory.

### **Commentary**

64. Most Year 2 pupils can name the main features of a workstation including the keyboard, monitor, disc drive and mouse. Their capability in controlling a mouse is broadly typical of that expected for their age. Pupils can write simple sentences, and use a toolbar to change colours in an art software package. Although the school has an electronic 'turtle', the unreliability of this device has resulted in the pupils having limited experience of using it to plot routes across the floor. Pupils working with a teaching assistant at workstations were achieving satisfactorily in terms of developing their word processing skills. Some knew how to highlight text before changing its size; most knew how to switch the capital letters lock on and off when required.
65. By Year 4 pupils have become familiar with the concept of sending e-mails and they can copy an address correctly into the header. A successful partnership has been established with a neighbouring school so that pupils can e-mail each other and first links were being made in a session during this inspection. Pupils of this age have started to use information and communication technology to present their work in other subjects such as science. Pupils produced bar charts to show the results of an insulation test that compared the heat retention of plastic, metal and wooden spoons.
66. In Year 6 pupils confidently access their individual folder of saved work. Most of this is based on word-processing, this skill being well embedded by age 11. A discussion with some Year 6 pupils confirmed they confidently use a range of information and communication technology skills including drop-down menus, scrolling text and locating files. However, the pupils could not talk confidently about the use of a spreadsheet and have not used a computer to control a model or secure data through sensors. The absence of these important junior experiences shows that the overall curriculum provision is unsatisfactory.

67. There are two other important weaknesses. First, the subject does not have a manager to co-ordinate its development and monitor pupils' standards and achievement. Secondly, although access to the Internet is routed through a local authority secure server, no policy for this provision has been drawn up, or approved by governors and communicated to parents.

### **Information and communication technology across the curriculum**

68. The subject is used satisfactorily across the curriculum. Generally, word processing is the main use made, especially in English where pupils make captions to add to their work. In science, the pupils made a chart to record their findings from a practical investigation. Pupils generally acquire an adequate range of skills in those aspects of the subject taught, but there are key parts of the programme of study not covered.

### **HUMANITIES**

69. Religious education was inspected in full and is reported below. History and geography were sampled because too little teaching was seen to report on them fully.
70. Very little **geography** is taught, apart from in Years 3 and 4. The subject is used to support the development of literacy skills in Year 5 and 6; for example, the pupils composed a poem about the water cycle as part of a river study. Good use is made of the local area for fieldwork and to develop key skills of mapmaking. Displayed work in Year 3 and 4 demonstrated a secure understanding of the physical and human features of the local area and of land use. The work completed by Year 5 and 6 pupils showed good attention to geographical vocabulary related to rivers, but very limited coverage of different places. Pupils showed a very limited knowledge and understanding of other places. Pupils in Years 1 and 2 have learned that the British Isles are made up of more than one country and they have named several cities on a map of the United Kingdom. The subject is taught alternatively with history with no units completed in some terms which is insufficient coverage of the National Curriculum programme of study.
71. One **history** lesson was observed in Years 3 and 4 and pupils' work was checked throughout the school. There is adequate coverage of the National Curriculum programme of study. Standards are average and achievement is satisfactory. The subject is effectively enriched through visits to places of historical interest. Good attention is given to developing the key skills of chronology from Year 2. Pupils completed a time line to show what happened during the Great Fire of London. They wrote about how they would have felt. Visiting speakers enacted a day in the life of a Viking for pupils in Years 3 and 4. Pupils learned to act like archaeologists, searching for evidence of past times. Teaching was good in the lesson seen. Pupils studied old maps of the locality to find Viking place names, and had designed and made runic plaques. In discussion, the pupils showed good knowledge and understanding of the Viking period, they knew where the Vikings came from and how they travelled. Historical resources are good and generally, there is a good progression from Year 1 to Year 6 in the units studied.

### **Religious education**

Provision in religious education is **satisfactory**.

## Main strengths and weaknesses

- Standards are in line with the expectations of the locally agreed syllabus and pupils' achievement is satisfactory.

## Commentary

72. By Year 2 most pupils have acquired a satisfactory understanding of Christianity and one other principle world religion. They have discussed celebrations and festivals such as a birthday, the Christmas story, and the practice of baptism. They have learned about the significance of candles, wine and bread on a Shabbat table. Pupils have been encouraged to think about a person who is special to them and a sense of belonging to the school and each other.
73. By Year 6 pupils' knowledge of religious concepts improves satisfactorily as they extend their understanding of Christianity, Islam and Hinduism. Pupils have discussed the significance of concepts such as fasting and the importance of special locations to those with differing religious perspectives. Through secure delivery of the locally agreed syllabus pupils have acquired satisfactory knowledge of the beliefs and traditions of different faiths. For example, Year 6 pupils wrote about the significance of Muslim prayer beads.
74. Although teaching is mostly satisfactory, in one lesson observed it was unsatisfactory. This was mainly because the content was insufficiently well matched to the pupils' level of understanding. In a successful lesson for infant age pupils, the teacher taught the parable of the lost sheep, carefully guiding the pupils towards thinking about the message in this Bible story. The pupils were encouraged to talk with a partner about the meaning of the parable; this helped to enhance their personal and social development. Good links were made with numeracy because the pupils' practised counting together at the relevant stage in the story. However, in a lesson for a class covering Years 3 and 4 the pupils were expected to match religious text to types of writing found in the Bible. Many found the text extracts too hard and this limited their progress in terms of religious understanding.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. **Physical education** was inspected in full and is reported below. **Art and design, design and technology** and **music** were sampled.
76. No lessons were observed in **art and design** during this inspection. There is insufficient evidence to make secure judgements about teaching, learning and pupils' achievement. Analysis of pupils' displayed work shows standards to be broadly average in Years 2 and 6. By age seven most pupils have acquired a satisfactory range of artistic skills that they use to design and make images. Pupils develop these skills appropriately in both junior classes as they learn to produce work that reflects the style of well-known artists. Pupils in a class covering Years 3 and 4 were inspired by the artist Paul Klee who suggested it was possible to 'Take a pencil for a walk' and tried this technique for themselves. Pupils also made colourful prints using a sponge and string; others learned how to smudge charcoal to create pleasing images. In work linked to history, pupils made attractive runic plaques as part of their topic on the Vikings. By Year 6, pupils' use of pencil shading has improved satisfactorily. They use this skill to illustrate their work in other subjects such as

English, geography and mathematics. Pupils carefully shaded border patterns around their poetry writing. They used similar skills to make bar charts of survey data during a day studying tourism at Hunstanton.

77. The school's involvement in a New Opportunities Funded project covering art and music has been used well to extend the range of creative experiences provided. Pupils worked with others from neighbouring schools to produce a fabric collage of good quality. They also learned how to construct wire frames as the central structure for creative work based on an insect theme.
78. Only one lesson was observed in **design and technology**. There is insufficient evidence to make secure judgements of teaching, learning and pupils' achievement. Standards in this lesson and of work on display were broadly average. In the lesson observed Year 5 pupils were challenged to make musical instruments that could be used in the school drama production. The pupils used their good knowledge of sound, acquired in science lessons, and their design and making skills to make shakers with seeds and stringed instruments with elastic bands. The pupils evaluated their work satisfactorily in order to modify their designs to improve the quality of sound.
79. Pupils have many opportunities to combine their design, scientific and artistic skills and often the work in design and technology overlaps with art and design and science. Nevertheless, scrutiny of pupils' past work, some in the form of photographic evidence, shows that all key elements of design and technology process are covered. Pupils work from initial ideas, then plan, make and evaluate their products. By Year 2, pupils know about the properties of materials through work linked to science and they use this understanding to help them make simple models. They use their design and technology skills to join materials together satisfactorily. Junior pupils can sew fabrics together to make items such as a pencil case. Some made a skipping rope by plaiting cotton strands. Pupils in a class covering Years 3 and 4 designed a sandwich that had to be tasty, nutritious and healthy to eat. They listed the tools to be used, the order of making and evaluated their results. Pupils in Years 5 and 6 designed and made frames to mount their three-dimensional sculpture work on the theme of bolts, nuts and screws. The pupils blended colours using spraying techniques. Overall, the standard of work produced is in line with national expectations.
80. Two **music** lessons were seen in Years 3 to 6. Standards are generally average and achievement is satisfactory in lessons, although in the end of term performance, Year 5 and 6 pupils demonstrated above average standards and achieved well. Teaching and learning were satisfactory in the lessons seen. Good use is made of a commercial scheme to develop the pupils' knowledge and understanding to a satisfactory level. Older pupils mimed the sound effects of improvised musical instruments satisfactorily and used key musical vocabulary accurately. Pupils in a mixed age Year 3 and 4 class learned effectively how to set words to music and to practise rhythm on untuned percussion instruments. Good attention is given to evaluation to enable pupils to improve their improvisations. Year 5 and 6 pupils demonstrated above average standards in the quality of their performance of *Robin Hood*. They sang accurately and melodiously from memory, took solo roles and provided good quality rhythmic support as a result of the high expectations of the teaching. Clearly, the pupils had worked hard to polish and improve their work.

## Physical education

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Pupils make good progress in acquiring swimming and life saving skills.
- Pupils enjoy lessons and achieve well.
- Teaching is good.
- Resources for learning are good.

### **Commentary**

81. Most pupils in Year 2 have acquired elementary co-ordination skills and can move their arms, legs and shoulders in time with their teacher. Most can throw and catching quoits with reasonable accuracy. By Year 6 most pupils can move precisely in response to their teacher's commands and they show good control when asked to stop. Their secure spatial awareness ensures they do not collide with each other during warm up sessions. Pupils have learned to hold a tennis racket correctly and how to control a ball in a passing movement from one person to another.
82. The school priority of regular access to swimming instruction helps to ensure that most pupils make good progress in learning this skill. This is particularly important given that the school is located alongside a river. A check on the progress of pupils currently in Year 6 revealed good achievement as all pupils could swim at least 10 metres and almost all had met the 25-metre standard. Similarly all pupils were taking part in life saving training.
83. Pupils are keen to work with each other in physical education lessons and they collaborate well. Pupils in a class covering Years 1 and 2 quickly invented a game using quoits and hoops and played this harmoniously. Pupils in Year 5 and 6 were eager to improve their skills in observing a ball move in the air. They worked hard at this task because they realised it had relevance for their ability to play tennis. Standards are generally average and achievement is good throughout the school.
84. The teaching of physical education has several strengths. Pupils benefit from well-organised lessons that include clear direction and very good pupil management. The teachers' confident delivery of instructions and good demonstration of techniques helps the pupils to improve. They respond well with very good attitudes to learning.
85. The teachers' good assessments of the progress made by pupils are used well to make further teaching points. In a lesson for pupils in Years 5 and 6 the teacher noted the progress of pupils and made sure they used a straight arm and carefully positioned fingers as they learned new tennis skills. Relationships are very good. Pupils respect their teachers' expertise and interest in their progress. Pupils often clap spontaneously when others achieve well during lessons.
86. The good resources for physical education have a positive impact on standards and pupils' achievement. The school has taken advantage of national sport programmes such as Top Sport that have provided new resources and staff training. All pupils had a good quality tennis racket to use during the tennis training session and the nearby school field is of good size given the number of pupils on roll. Opportunities for pupils to improve



their co-ordination skills are provided at playtimes when they enjoy using good quality wooden pin boards and stilts made by a school governor.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

87. Personal, social and health education was sampled. Preparation to play an active role as citizens is effectively fostered in geography. The pupils are aware of what damages their local environment and what steps are taken to improve it. Pupils take appropriate account of their responsibilities in the world beyond their school, especially in relation to health and safety issues. This was effectively illustrated in a well planned lesson on water safety.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
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
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
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	4
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	5
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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