

INSPECTION REPORT

SUTTON BRIDGE WESTMERE COMMUNITY SCHOOL

Sutton Bridge, Spalding

LEA area: Lincolnshire

Unique reference number: 120502

Headteacher: Mr I Langston

Lead inspector: Mr C Parker

Dates of inspection: 19th – 22nd January 2004

Inspection number: 262143

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	238
School address:	Anne Road Sutton Bridge Spalding Lincolnshire
Postcode:	PE12 9TB
Telephone number:	01406 350205
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Appropriate authority:	The governing body
Name of chair of governors:	Rev D Woods
Date of previous inspection:	16 th November 1998

CHARACTERISTICS OF THE SCHOOL

The school is of average size with 238 pupils on roll. On the basis of a range of indicators, its socio-economic context is lower than average with about a quarter of the pupils eligible for free school meals. Almost all of the pupils are of white UK heritage. Six pupils come from a range of different backgrounds, two of whom are at the early stages of learning English. Greater mobility is leading to changes in the composition of the cohorts between reception and Year 6.

When they first enter the school, the attainment of pupils is wide ranging, but overall is below average. About a quarter of the pupils have special educational needs, which is above the national average, and one pupil has a statement.

The pupils are taught by 10.9 teachers in nine classes, and a specialist music teacher works across the school. Staffing instability has been an issue for some years; during the last two years five teachers have left the school and seven have been appointed. Currently, however, the school is fully staffed.

The school received an achievement award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11897	Christopher Parker	Lead inspector	Science, Information and communication technology, Physical education, Special educational needs
14083	Andy Anderson	Lay inspector	
31615	Elaine Radley	Team inspector	English, Art and design, Design and technology, Music, English as an additional language
21858	John Pryor	Team inspector	Mathematics, Geography, History, Religious education, Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is not providing an adequate standard of education. The pupils are not achieving as well as they should because much of the teaching is ineffective. The school does not have the clear leadership it needs to improve rapidly. Although its funding levels are well below average, the school is not making best use of its resources and therefore it gives unsatisfactory value for money.

The school's main strengths and weaknesses are:

- The teaching is unsatisfactory, except in music and the reception class where it is good
- Standards in English, mathematics and science are low and the pupils are not making enough progress
- Not enough is being done by the headteacher to improve the teaching and the standards that the pupils achieve
- Insufficient support is given to the pupils with special educational needs in lessons

The school is not as effective as it was at the time of the last inspection. Although the pupils' behaviour has improved and is now satisfactory, standards in English and science have fallen and there has not been enough improvement in the standards in mathematics. The quality of the teaching has not improved, but the school has developed a planned programme of themes for personal, social and health education.

In accordance with section 13(7) of the School Inspections Act I am of the opinion, and HMCI agrees, that special measures are required in relation to this school.

STANDARDS ACHIEVED

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

*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.*

Taken overall, the pupils' **achievement is unsatisfactory**. It is satisfactory in the Foundation Stage but fewer children than average reach the goals set for the end of the reception year except in physical development where the proportion is similar to the average.

From Years 1 to 6, standards in the most important areas of the curriculum are below average but in reading they are broadly average at the end of year 2 and year 6.

At the end of Year 2, the results of national tests in 2003 were average in reading, but below average in writing and mathematics. However, when compared to the results in similar schools, standards in reading were well above average, average in writing and average in mathematics. The spread of attainment is very wide. For example, a third of pupils do not reach the expected level in writing, but a quarter of the pupils gain the higher level. However, the overall trend of improvement is below the national average.

In recent years, the results of national tests at the end of Year 6 have been predominantly either below or well below the national average. In 2003, the results of national tests were well below average in English and mathematics and in the bottom five per cent in science. Compared to schools with similar

prior attainment, the results were well below average. Similar comparisons for the last few years indicate that progress between Year 2 and Year 6 is slow. The overall rate of improvement over the last few years has been broadly in line with national average, but it has not been fast enough to make a significant and sustained impact.

The **pupils' personal qualities are developed satisfactorily**. They are willing to take on responsibility when opportunities are offered to them. Their attitudes to the school and their behaviour have improved, and are now satisfactory. However, some pupils become unsettled when the teaching lacks pace or is poorly matched to their needs. The provision for the pupils' personal development is satisfactory. Attendance is below average.

QUALITY OF EDUCATION

The **quality of education provided by the school is unsatisfactory**.

The teaching is unsatisfactory overall because in too many cases it is ineffective and consequently the pupils do not achieve as well as they should. However, the teaching and learning in the reception class and the teaching of music are good. In Years 1 to 6, there are many lessons where the work is not well matched to the needs of the pupils. Marking and assessment are not used effectively as a basis for the teachers' planning or to help the pupils to improve.

The curriculum framework is satisfactorily planned, but insufficient attention is given to its implementation, particularly for pupils with special educational needs. A wide range of extra curricular sports and music clubs enhances the curriculum. The school provides effective care and welfare for its pupils; there are good procedures for ensuring the children's health and safety. The support, advice and guidance for pupils are generally satisfactory. Through the school council, there are good opportunities for the pupils to be involved in the school's work and development.

The school's partnership with the parents is satisfactory and its links with the community are good. A good number of parents help in the classrooms and most parents support their children with homework and reading.

LEADERSHIP AND MANAGEMENT

The **leadership and management are unsatisfactory**. The leadership of the headteacher is unsatisfactory because he has not been successful in ensuring the teaching is of a standard that will help the pupils to make good progress. The strategic planning for school improvement is poor. The governing body is unclear about its role in shaping the vision and direction of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Not all parents hold the school in high regard. Some expressed concerns about the quality of teaching although most were happy with its work. The vast majority of pupils like school and have few concerns.

IMPROVEMENTS NEEDED

Steps must be taken to:

- Establish a clear direction for the school and a rigorous strategy for improvement
- Improve the quality of the teaching so that the pupils make good progress and achieve the standards they should
- Ensure the special educational needs of pupils are given full consideration in all lessons and, to meet statutory requirements:
- Agree a policy detailing the school's proposals for dealing with pupils with disabilities

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement in the Foundation Stage is satisfactory, but in Years 1 to 6 it is unsatisfactory overall. Standards in all the core subjects are below average.

Main strengths and weaknesses

- Overall, standards are too low and the pupils are not making enough progress
- Achievement in reading is satisfactory and standards are broadly average
- The pupils with special educational needs are not achieving well enough
- The pupils make a good start and achieve well in the reception class
- Pupils achieve well in music lessons

Commentary

1. Attainment on entry is lower than average, but in recent years the school's assessments show that the children have achieved well and made a good start to school life. Current levels of achievement reflect this picture in the reception class, but not in the mixed reception and Year 1 class. Taken overall, achievement is satisfactory, but fewer children than average reach the goals set for the end of the Foundation Stage.
2. At the end of Year 2 and Year 6, standards and achievement in the important subjects of English, mathematics and science are lower than they should be. The pupils are not achieving well enough because the teaching is unsatisfactory in many lessons, and there is a lack of clear direction and high expectation. However, there are signs of improvement in the pupils' writing as a result of better assessment, but this is not linked to other strategies to provide the coherence that is needed. The guided reading programme and the support of teaching assistants lead to standards in reading that are broadly average. Setting arrangements in mathematics introduced last year have benefited higher attaining pupils, but not brought significant improvements overall. In science, standards are lower than they should be because insufficient consideration is given to the needs of pupils of different abilities. This is a key factor in the underachievement that has been present to some degree, in a range of subjects, since the last inspection. A high proportion of the pupils on the special educational needs register are boys. The work of these pupils is often inappropriately matched to their levels of ability, and this is a likely cause of the slower progress made by boys than girls between Years 3 and 6. Two pupils who speak English as an additional language have recently joined the school. Although they receive a small amount of specialist support, not enough is being done to help them in all lessons.
3. At the end of Year 2, the results of national tests have ranged between average and well below average. In 2003, the results of national tests were average in reading, but below average in writing and mathematics. When compared to similar schools, standards in reading were well above average, and average in writing and mathematics. The spread of attainment is very wide; for example, in writing a third of pupils failed to reach the expected level, but a quarter of pupils reached the higher level. The boys outperform girls over time in all tests. The results in reading and mathematics rallied in 2003, reversing the downward trend of the previous two years, but the results in writing have slipped steadily since 2000.

4. Over the last five years at the end of Year 6, the results of national tests have been predominantly either below or well below the national average. Between 1999 and 2002, the Year 6 results in English and science rose to be near the national average, but fell considerably last year. In contrast, the results in mathematics have remained relatively low and standards have shown little improvement since the last inspection. Consequently, in 2003, the results of the national tests were well below average in English and mathematics and in the bottom 5 per cent in science. Moreover, these results were well below average when compared to those of schools with similar prior attainment. While in this particular cohort a number of pupils left and others joined the school, the prior attainment comparisons for the last few years indicate that achievement between Year 2 and Year 6 is some way below what could and should be expected. The results show a consistent pattern of underachievement by the end of Year 6.
5. The school has suffered from many changes of teaching staff in recent years, which goes some way to explaining the fluctuations in the results. Nevertheless, there is an underlying issue of underachievement that is recognised by the school, but not adequately addressed through consistently good teaching to ensure that pupils of all ability make good progress. The senior management has made changes and introduced initiatives but has not been sufficiently robust in its efforts to bring about improvements. Consequently, the pupils neither make the progress that they should, nor reach the standards of which they are capable.

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

Standards in:	School results	National results
Reading	16.3 (14.4)	15.7 (15.8)
Writing	14.0 (14.0)	14.4 (14.6)
mathematics	14.1 (15.6)	16.5(16.3)

There were 38 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	25.1 (26.8)	26.8 (27.0)
mathematics	24.9 (25.4)	26.8 (26.7)
Science	25.3 (28.0)	28.6 (28.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

The pupils' attitudes to the school and their behaviour are satisfactory. The provision for the pupils' personal development is satisfactory. Attendance is below average.

Main strengths and weaknesses

- The majority of the pupils are interested in school life and the activities offered to them
- They respond well to good teaching when their behaviour is well managed
- The pupils are willing to take on responsibility when opportunities are offered to them
- The school does not do enough to promote good attendance

Commentary

6. The majority of the pupils, including those with special educational needs, willingly participate in their lessons. They are polite, courteous and welcoming to visitors. When they are offered opportunities to take on responsibilities, for example representing their classes at the school council, they respond in a mature and responsible manner.
7. The provision for the pupils' spiritual, moral, social and cultural development is satisfactory overall. However, good opportunities for promoting spiritual development, for example in assemblies and art lessons, are often missed. The arrangements for collective worship meet the statutory requirements and the pupils learn about the celebrations and beliefs of other faiths in religious education lessons. For instance, the older pupils have a reasonable knowledge of other cultures and are able to talk, for example, about Islam, Judaism and Sikhism and to discuss various aspects of these religions.
8. The pupils are taught the difference between right and wrong, and their behaviour is generally well managed. When the teaching is good, the pupils are sufficiently challenged and behave well. However, when the teaching is unsatisfactory the pupils become restless and make little or no progress. The majority of children behave well when moving around the school. There were no signs of either bullying or isolation of individual pupils. The pupils themselves stated with confidence that any cases of either bullying or poor behaviour are dealt with quickly and effectively. There were nine exclusions relating to two pupils in the year prior to the inspection.
9. The school's procedures for monitoring attendance are satisfactory, but absences are not followed up with sufficient rigour. The recently introduced 'learning mentor programme', which is part of the school's involvement in the Excellence in Clusters initiative is beginning to have a positive effect, and attendance levels in the current academic year to date have improved.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.2
National data	5.4

Unauthorised absence	
School data	0.6
National data	0.4

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black African
Mixed – White and Asian
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
232	9	
2		
2		
1		
1		

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Taken overall, the quality of education provided by the school is unsatisfactory. Assessment is not used effectively.

Teaching and learning

The quality of the teaching is unsatisfactory overall and therefore the pupils are not achieving as well as they should.

Main strengths and weaknesses

- The work that the teachers set is not well matched to the needs of all the pupils
- The teachers do not use the results of their marking and assessment effectively when planning subsequent lessons
- The teaching and learning in the reception class are good
- The specialist teaching of music is also good

Commentary

10. Overall, the teaching in the Foundation Stage is satisfactory. In the reception class it is good. Here the teaching is based on a good understanding of the needs of youngest children and provides a well structured and balanced range of directed and free choice activities. These activities follow rapidly from one to the next, maintaining the pupils' interest and ensuring they are always fully involved. Consequently, they learn quickly. The teacher and adult helpers provide an attractive and stimulating environment that captures the pupils' imagination. During the inspection, for instance, the pupils were learning about different types of transport and were involved in making a large model of a hot air balloon and piloting an aircraft from a cockpit created by the teacher. The teaching in the mixed reception and Year 1 class is less imaginative and less effective.
11. In Years 1 to 6 the quality of teaching is unsatisfactory and not as good as it was at the time of the last inspection. In many lessons the pace of learning is slow and too little attention is paid to building on what the pupils already know and the skills they need to develop. As a result, the pupils are not achieving as well as they should. The teachers do not always plan and prepare their lessons carefully enough. Frequently they adapt neither their teaching nor the tasks they set to suit the different groups of pupils in the class. Furthermore, the pupils with special educational needs are often asked to complete the same work as the more able pupils. This leads to the less able pupils being unsuccessful and failing to complete their work. Occasionally, the teachers lack sufficient knowledge of the area they are trying to teach and here the teaching becomes muddled.
12. There are some examples of teachers marking the pupils' work with helpful and clear comments, for example in science, which tell the pupils what they need to do in order to improve. However, the pupils rarely respond to these comments and they are not rigorously followed up. In English, the recent introduction of guidance for assessing the pupils' writing has noticeably improved the quality of the marking in some classes, but this is not a consistent improvement across the school and in some cases work remains unmarked for several weeks. The teachers complete

regular assessments of what the pupils have achieved but these are not used to full effect to inform their planning for the next stage of learning.

13. The pupils who are identified as having special educational needs have clear individual education plans each containing precise targets for what it is the pupil needs to achieve next. However, the teachers do not make enough use of these targets to plan or set the pupils appropriate work. Consequently, these pupils do not achieve well in lessons. When these pupils are withdrawn from lessons to receive individual support work from a teaching assistant, the targets within their individual education plans are the focus for learning. The work is planned by the SEN co-ordinator and during these sessions the pupils achieve satisfactorily. In contrast, the teaching assistants are not always used effectively by the teachers during general classroom lessons. They are often inadequately briefed in advance of the lesson and sometimes sit inactive for long periods before providing general support for a group of pupils. This is another illustration of the inadequate preparation for some lessons.
14. The recent introduction of target setting illustrates a growing awareness in the school of the need to address the differing needs of the pupils. However, there is a lack of coherence. The links between marking, assessment, target setting and planning have not been made and the teachers' efforts are ineffective because of the absence of clear guidance and direction. As a result, too many lessons lack the preparation, precision and focus needed to ensure that the pupils achieve well.
15. Homework is used well to consolidate the pupils' learning in mathematics and English. Most pupils complete their homework. The younger pupils read regularly at home, but there is not the same expectation that they will read at home once they reach the age of seven. Therefore, these pupils miss out on an important opportunity to practise their reading skills.
16. Good behaviour is encouraged. Across the school, the teachers have consistent expectations of how the pupils should behave. A recently introduced behaviour policy has ensured that all pupils are aware of the sanctions for misbehaviour. This has ensured that those who display challenging behaviour are managed well. In most lessons the atmosphere is calm but, when the pace of the work slows and the tasks do not engage the pupils, the management of behaviour occupies too much of the teachers' time. In these circumstances teaching and learning are unsatisfactory. Nevertheless, this is an area where considerable improvements have been made since the last inspection.
17. One of the best lessons was seen in Year 6. The teacher started with a series of rapid questions that successfully engaged the pupils and reminded them of what they had learnt in previous lessons. Good relationships and an injection of humour ensured the pupils remained focussed as the teacher demonstrated the construction of an electrical circuit and explained the tasks that pupils were to complete. The lesson progressed at a good pace because the materials and resources that the pupils needed were readily accessible. Throughout the lesson, the teacher's challenging questions extended the most able pupils and the deployment of a teaching assistant to work with the least able pupils enabled them to achieve appropriately.
18. The teaching of music is good. A specialist teacher with very good subject knowledge teaches each of the classes for music. The lessons are thoughtfully planned with very clear learning objectives and a range of interesting activities. The enthusiasm of the teacher is infectious and all the pupils are keen to join in. As a result, they achieve well.

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	1 (2%)	9 (21%)	22 (51%)	9 (21%)	2 (5%)	

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.

The curriculum

The curriculum framework is satisfactorily planned, but insufficient attention is given to its implementation, particularly for the pupils with special educational needs.

Main strengths and weaknesses

- The provision made for the pupils with special educational needs is unsatisfactory
- The Foundation Stage Curriculum is good in the reception class
- A wide range of extra-curricular sports and music clubs enhances the curriculum

Commentary

19. The curriculum covers all areas of learning for pupils in the Foundation Stage and all of the subjects of the National Curriculum for pupils in Years 1 to 6. There is a clear framework that sets out the topics and themes the pupils will learn about in each year. The requirements for religious education are met and the school provides the pupils with good opportunities for personal, social and health education. The school is successfully involved in the healthy schools initiative. The Foundation Stage curriculum is implemented in an interesting and lively manner for the pupils in the reception class, but those in a mixed class with Year 1 pupils do not have the same good quality experiences. The implementation of the curriculum in Years 1 to 6 varies considerably from class to class. This reflects the ineffectiveness of the management to establish coherent approaches and the differences in the quality of the teaching throughout the school.
20. The school is involved in projects with other schools and agencies to improve the provision for literacy and numeracy. However, the underlying weaknesses are not in the curriculum itself but in the quality of the teaching, particularly in literacy. In numeracy, a setting arrangement involving all pupils from Year 3 to 6 has resulted in considerable benefit for higher attaining pupils, but it has not brought improvements for average and lower attaining pupils. In some cases, older pupils working in groups of predominantly younger pupils feel uncomfortable with the arrangements.
21. A part-time teacher has responsibility for special educational needs. She administers this important area efficiently, but is not able to constantly influence the teachers in order to improve the provision they make in lessons. Each class has a file with up-to-date individual education plans with clear targets and good guidance. Parents are involved in review meetings and comment favourably on the support their children receive. The support assistants are sensibly deployed and give appropriate guidance to pupils who are withdrawn from classes. The serious weakness in the provision for the children with special educational needs is that the class teachers are not taking full account of the pupils' individual education plans and their specific needs in the preparation and organisation of their lessons. Consequently, there are many

occasions when these pupils do not have full access to lessons. A similar weakness applies to those pupils who have been designated as gifted.

22. Visits to places of interest such as Magna, the Science Museum and the local garage give an additional dimension to the pupils' learning. The oldest pupils have an annual opportunity to go on a residential visit to an adventure centre. The pupils appreciate the opportunities to be involved in after-school sporting activities. Football, netball, cricket, tag rugby and swimming are all offered at different times of the year, and both girls and boys are involved in clubs and competitive games. The school teams have enjoyed considerable success, notably in cricket and tag rugby, and receive good support from parents. Boys and girls are also involved in the choir and recorder groups. All pupils have good opportunities to participate in musical performances, which are enjoyed equally by pupils and parents.
23. The school has adequate facilities for physical education and sport. Outside there is a large field and good hard play areas, and a multi-purpose hall is sufficient in size for physical education lessons. The classrooms have adequate space and the children in the Foundation Stage have immediate access to a safe and interesting play area. Generally, the resources are adequate to support the pupils' learning, but in religious education, for example, they are sparse and generally functional rather than inspiring. Furthermore, the resources are not well used to support the pupils with special educational needs when they are working in their class lessons.
24. There are sufficient teachers for the number of pupils on roll. However, one teacher is not qualified to teach in England and is working towards the necessary qualification, two others have relatively little experience and a third is newly qualified. These and other teachers are given insufficient guidance and support to ensure that their work is focussed on ensuring that the pupils consistently achieve well. The number of teaching assistants is inadequate to support the work in the classrooms. However, the present teaching assistants are not always effectively deployed by the teachers, particularly in support of pupils with special educational needs. A part-time specialist music teacher works effectively with every class and produces good levels of achievement in music.

Care, guidance and support

The school provides effective care and welfare for its pupils. The levels of support, advice and guidance offered to the pupils are generally satisfactory. There are good opportunities for pupils to be involved in the school's work and development.

Main strengths and weaknesses

- The school has good procedures for ensuring the children's health and safety
- The pupils have good relationships with the adults in the school
- There are weaknesses in the monitoring of the pupils' achievement

Commentary

25. The headteacher and his staff are approachable, caring and committed to the welfare of the children. Every child in the school has a good and trusting relationship with one or more adults. The child protection procedures are known and understood by all staff.
26. The teachers know the children well and monitor their personal development to good effect. There are also sound procedures for monitoring the pupils' academic achievement and personal

development. However, the data that is collected about the pupils is not used well enough to ensure their academic needs are met in full.

27. The headteacher and the governing body take their health and safety responsibilities seriously. All the required checks and inspections, including risk assessment, are regularly carried out and properly recorded. There is safe practice in most lessons, but the teachers do not take a consistent line on clothing and jewellery in physical education lessons. The supervision at breaks could be more alert and vigilant. For example, the supervisors were observed huddled together and not paying adequate attention to what was going on around them on the playground.
28. The school has recently initiated a school council. This is in the early stages of development, but is already providing the pupils with good opportunities to be involved in school life. The pupils value the opportunity to contribute their ideas about the work and development of the school.

Partnership with parents, other schools and the community

The school's partnership with the parents is satisfactory, and its links with the community are good. Its links with other schools are satisfactory.

Main strengths and weaknesses

- The majority of parents support their children's education.
- The school has productive links with the community.

Commentary

29. Not all parents hold the school in high regard, and some expressed concerns about the quality of teaching. Others were not convinced that the school actively seeks and acts upon their views. The inspection evidence tends to support these parents' views. However, a good number of parents and grandparents regularly help in the classrooms and are willing to accompany the children on out of school trips. The majority of parents, particularly of the younger pupils, fully support their children's education, for example, with homework and home reading.
30. All parents receive a comprehensive annual written report and are offered the opportunity to attend appropriate consultation evenings. Nevertheless, a significant number of parents said that they were not kept well informed about their child's progress. However, inspectors judged the written progress reports to be satisfactory although the targets they set tend to be very general and are not specific enough to be a focus for raising achievement. The school has an attractive and informative prospectus. The governors hold an annual meeting with the parents and publish a useful annual report. However, the latest report fails to include all the statutory required information, for example, the arrangements for pupils with disabilities. At present, the parents are not provided with regular curriculum information.
31. The school has good links with the community that contribute positively to the wider education of the pupils. There is a good range of visits and appropriate community visitors to the school. The school hosts adult education courses for parents, for example, through the family learning programme.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are unsatisfactory and have not been effective in raising standards. The governance of the school is also unsatisfactory.

Main strengths and weaknesses

- The governing body is unclear about its role in shaping the vision and direction of the school
- The leadership of the headteacher is unsatisfactory
- The strategic planning for school improvement is poor
- The deputy headteacher has successfully led the introduction of a new behaviour strategy

Commentary

32. The aims of the school do not communicate the high aspirations and expectations needed to raise standards rapidly. While the headteacher continues to 'demonstrate care and concern for pupils, parents and teachers,' he is not providing the direction the school needs to improve. The school improvement plan is extensive, but is not based on a clear evaluation of the school's performance. Few of the actions within the plan are explicitly linked to raising standards. The plan contains details of the school's involvement with a wide range of external initiatives, but is unclear how these are to be brought together to form a cohesive strategy for raising standards and accelerating the progress that the pupils make.
33. The school has satisfactory procedures for monitoring the quality of the teaching. Although weaknesses in the teaching are identified, they are not followed up rigorously enough to ensure improvement. Similarly, the school collects a wide range of attainment data that gives clear information about how well the pupils are learning, but this information is not used to track the pupils' progress throughout the school and identify clearly groups or individuals in danger of underachieving. Recently introduced initiatives, such as the setting of individual targets for pupils in English and mathematics, and the improved assessment of writing, have the potential, if implemented rigorously, to improve the pupils' achievement.
34. Overall, too little attention has been paid to the issues raised in the last inspection report and, with one exception, subsequent improvement has been unsatisfactory. In fact, standards are not as high as they were and the low standards in mathematics remain. The one area of good improvement has been in pupils' behaviour. Led by the deputy headteacher, the implementation of a consistent strategy for managing pupils' behaviour has been successful.
35. The co-ordination of English and mathematics are benefiting from a good deal of support from external consultants and the co-ordinators have formulated clear action plans. However, these plans are not included in the school improvement plan and the senior management team is not sufficiently involved in their implementation. Moreover, the roles of the co-ordinators in other subjects are not well developed. The co-ordinators have neither a clear enough view of standards in their subjects nor an understanding of how well the subject is being taught.
36. Performance management provides a sound structure for the professional development of teaching staff. However, there is no formal performance management of the non-teaching staff though they do have access to a wide range of training opportunities. The procedures for inducting new staff are satisfactory. All members of staff are aware of the daily routines and the school day runs smoothly.

37. The governing body does not have a comprehensive overview of the school's work because it relies too heavily on reports from the headteacher. The governing body is over reliant on a few of its members to find out at first hand how the school is working. The chair of governors has recently introduced a timetable of termly visits, but this strategy has not yet had time to provide the governors with a broad view of the school's work.
38. The procedures for financial management are satisfactory, but the governing body is not sufficiently involved in ensuring that funds are allocated to best effect. The governing body does not fulfil all of its statutory duties. At the moment, there is no policy detailing the school's proposals for dealing with pupils with disabilities, and there are omissions from the annual report to parents relating, for example, to the effect of the staff's professional development.
39. In recent years the school has experienced difficulties in recruiting and retaining teachers. The high turnover of teaching staff has weakened the effect of some of the development activities. The school's income and expenditure are well below the national average for schools of this type. In the past, budgetary constraints have led to a reduction in the number of teaching assistants.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	545,239
Total expenditure	513,169
Expenditure per pupil	2,147

Balances (£)	
Balance from previous year	28,010
Balance carried forward to the next	32,070

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

40. The youngest children are taught in two classes; one is made up entirely of children in their reception year and the other has a mixture of reception children and pupils in Year 1. The quality of provision varies considerably between the two classes. In the reception class, the planning and implementation of the curriculum have all the hallmarks of good Foundation Stage teaching. The day is well organised with a balanced range of interesting and varied activities that engage the children's interest and develop their skills and understanding well. Careful individual assessment of their work is used effectively to promote good achievement. Consequently, the children learn well and make good progress. In the mixed age class, the organisation of the work is more suitable for the Year 1 children. Too often the reception children are taught by the assistant or a volunteer rather than the teacher. The provision in this class is at best satisfactory and does not provide sufficiently good experiences for the children in the Foundation Stage.
41. The children arrive in the school with levels of attainment that are below average, especially in their language skills. Many make good progress and achieve well. By the time they are five years of age, many of the children in the reception class are achieving the goals set for them in most of the areas of learning. This is the result of the lively, imaginative teaching that they receive. In the mixed age class, the teaching of the Foundation Stage children is, on occasions, unsatisfactory. Therefore, the children achieve less well and many are unlikely to reach the goals set for the end of the reception year. Consequently, the overall proportion of the children attaining the early learning goals is likely to be below average.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for the children's personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- The teachers and other adults provide good role models
- Good activities are planned to develop self reliance and cooperation

Commentary

47. In the reception class, the teaching is good, the learning is exciting and there is close cooperation between the adults working with the children. They are all aware of the learning objectives; there is a good exchange of information and an efficient system for recording what the children have done. The good examples of the adults show the children how best to relate to one another. In the better teaching sessions, the work is planned to develop the pupils' self-reliance as well as their ability to work co-operatively, for instance, when playing and exchanging different roles in the "Airport". In the mixed age class, many of these strong features are missing; the planning is not thorough enough so the assistants are left unguided and the children are provided with fewer opportunities to exercise choice. Taken overall, the children's achievement is satisfactory.

COMMUNICATION, LANGUAGE AND LITERACY

The provision for the development of the children's communication, language and literacy skills is **satisfactory**.

Main strengths and weaknesses

- Good progress is ensured by ongoing informal as well as formal assessment
- Pre-writing skills are energetically promoted through imaginative work

Commentary

47. In the Reception class, all the adults regularly maintain a ready flow of conversation, providing good models for speaking. The children are encouraged to join in and develop their language skills well. There are formal instruction sessions in letter sounds and word recognition that are then rehearsed in various activities and at different times during the day. In the mixed age class, these activities are less frequent and the children's progress is slower because opportunities for interaction are missed.
48. In the reception class, assessment is carried out effectively and recorded clearly. It not only provides a good basis for the planning of whole class lessons, but is also used well to devise subsequent work to meet the particular needs of the children. During their creative and imaginative play, the children are successfully encouraged to use books and engage writing activities of various kinds. This makes literacy fun. Consequently, many children make good progress, particularly in the reception class, but their starting point is lower than average so that fewer than average attain the expected literacy learning goals by the end of the reception year.

MATHEMATICAL DEVELOPMENT

The provision for the children's mathematical development is **satisfactory**.

Main strengths and weaknesses

- There is regular re-enforcement of number ideas through rhymes and songs
- There is good stimulus for mathematical thinking in construction and imaginative activities

Commentary

47. The children make good progress, especially in the reception class where the teaching and stimulus for learning are good, and they achieve well. However, although many attain the expected levels of skills, knowledge and understanding a significant proportion does not. The teaching in the reception class is marked by well prepared activities to stimulate the children's understanding of numbers, quantities and sizes. Examples include the measurement of ingredients for baking bread, which is cooked and then eaten, and the matching and measuring of the struts for holding the basket onto a flying balloon. The incidental teaching of mathematics through number songs and rhymes and various everyday experiences is a feature of the good teaching in the reception class. However, in the mixed age class the tasks are not as well planned or as effective. Consequently their progress is slower.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision for the development of the children's knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Imaginative exploring and discovering activities are developed well in the reception class
- Some good use is made of the outdoor area, but on occasions its use is poorly planned

Commentary

47. The use of topics, such as 'transport', as a focus for the work in both classes provides an interesting stimulus for the children's learning. In the Reception class the creation of a child-sized aeroplane out of hoops, canes and layers of varnished paper encourages investigative play as the children become pilots. The recent visit that all of the children made to Kings Lynn railway station also provided them with a good basis for thinking about the past and of how things have changed. The outdoor play area is used creatively by the Reception class for imaginative play. The children explore how things grow by planting not only flowers, but also vegetables and fruit that they eat later. They also talked animatedly about an artificial flowerbed that had created to liven up the garden on a grey wet day.

PHYSICAL DEVELOPMENT

The provision for the children's physical development is **satisfactory**.

Main strengths and weaknesses

- Generally, good use is made of the accommodation and resources

Commentary

47. The school hall and the outdoor areas are used effectively for physical activities and the pupils achieve well. However, there are occasions when the work in the mixed age class leaves the children uninspired and their progress is consequently slow. The children are provided with good facilities for learning to use computers, and they develop satisfactory levels of skill. Most children are likely to achieve the expected goals for physical development.

CREATIVE DEVELOPMENT

The provision for the pupil's creative development is **satisfactory**.

Main strengths and weaknesses

- Good imaginative play is often encouraged

Commentary

48. The good use of a visiting specialist music teacher gives added quality to the number songs and nursery rhymes that the children sing in class. The adults working with the children in reception class enter into the spirit of their roles, provide added enthusiasm and deepen the children's exploration of ideas through play. They also make learning fun. When volunteers and trainees are

not given sufficient guidance and advice their good endeavours are less helpful than they might be, and the children achieve less than they could. Where the parent helpers have been involved with the community learning project and are provided with helpful planning and advice about the task they are supervising, the results are better.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **unsatisfactory**.

Main strengths and weaknesses

- The teaching of English is unsatisfactory
- The pupils do not achieve enough in lessons
- The co-ordinator has a good understanding of where improvements are needed
- The pupils with special educational needs do not receive appropriate support in lessons

Commentary

49. Standards in English are below average in Year 2 and remain so by Year 6. In the lessons seen, the quality of teaching was never better than satisfactory and much of it was unsatisfactory. For example, there are lessons where the teachers do not plan and prepare well enough and consequently they are not sufficiently clear about what it is they want pupils to learn. In other cases, the teachers' subject knowledge is not good enough to provide clear explanations and the pupils become muddled. In some lessons, resources are not well organised and time is wasted while they are sorted out. Furthermore, the pace of some lessons is too slow and, as a result, some pupils lose concentration and become restless.
50. Often the work set is the same for the whole class without regard to the different abilities of the pupils. This leads to pupils with special educational needs attempting the same work as those who are recognised by the school as being gifted. Consequently, both of these groups of pupils fail to achieve as well as they should. In a lesson in a Year 1 and 2 class, for instance, the pupils were writing an introduction to the story of "The Three Billy Goats Gruff". Here the teacher modified the task for three groups of pupils, but the resources and support for the pupils with special educational needs were inadequate and the task wholly inappropriate.
51. The school has recently introduced useful guidance for assessing the pupils' writing. This has helped teachers to improve the quality of their marking and there are now some good examples of clear marking which will potentially help the pupils to understand what it is they need to do to improve their writing further. However, the improvements are not consistent across the school and there are examples of some pupils' work going unmarked for several weeks. The school has also introduced the use of targets to give the pupils an indication of what it is they need to focus on. Although these improvements in marking and target setting are potentially very beneficial, the links between assessment and planning are currently weak.
52. Most of the pupils enjoy reading and achieve standards that are broadly average. By the age of seven, they have developed a sound knowledge of phonics. They read simple texts fluently and the most able pupils are beginning to read with expression. They have a growing awareness of authors that is developed as they move through the school so that by Year 6 they can discuss their favourites. Reading is taught in well structured guided reading sessions in which the pupils have access to suitable texts that are suitably matched to their ability.

53. The school's library is situated in a corridor and contains a very limited selection of non-fiction books. Consequently, little use is made of this area and the pupils' library skills are not well developed. The Year 6 pupils are aware of how to use the index and contents pages of a book, but they are not sure how books are classified in a library and how they would go about finding a book on a particular topic.
54. The literacy co-ordinator has been well supported by external consultants and, through monitoring the quality of teaching, has gained a clear view of the areas in need of improvement. She has constructed a clear action plan that sets out intended developments within the literacy programme. However, the lack of senior management involvement means there is no clear and co-ordinated approach to implementing the plan.

Language and literacy across the curriculum

55. There is currently no planned approach to developing literacy skills through other subjects. The school has recognised this as an area that is in need of development, but has not yet identified how it intends to make progress in this area.

MATHEMATICS

The provision for mathematics is **unsatisfactory**.

Main strengths and weaknesses

- The setting arrangements do not benefit all of the pupils
- The results of assessment are not used effectively in the planning of subsequent work.
- The teaching does not promote high achievement

Commentary

56. The results of national tests at the end of Year 2 and Year 6 have been either below or well below average for several years. An analysis of the results shows that between Year 2 and Year 6 the pupils do not make enough progress. In an attempt to bring about an improvement, the pupils in Years 3 to 6 are now divided into mixed-age ability sets for mathematics. This has produced benefits for the higher attaining pupils and the proportion of pupils reaching the higher level at the end of Year 6 has risen. However, the older pupils in the lower sets are not challenged enough and achieve less well than they should. Currently, the organisation and teaching of mathematics are not good enough to raise standards rapidly.
57. In the lessons seen, the teaching of mathematics was generally satisfactory, but most pupils are not inspired, challenged or excited by the work they are set. When the teaching has a good pace, the pupils concentrate and work well. In some lessons the planning is neither clear nor detailed enough and here the pace of learning becomes too slow. Work is marked reasonably well, but the suggestions made for improvements are seldom followed up. The recently introduced individual target stickers for the pupils' books have not yet had a significant impact on the quality of the work.
58. All aspects of the mathematics curriculum are taught, and the National Numeracy Strategy is followed. The pupils are most confident with number work. The higher attaining pupils in Year 6 are adept at using a variety of methods to solve problems. Most of the older pupils manage the sort of mathematical problems met in everyday life, but their achievements are not high enough.

The younger pupils in Years 1 and 2 have a good range of opportunities to develop their understanding of space, shape and measures, but insufficient work in this aspect of mathematics is recorded in the pupils' books in Years 3 to 6.

59. In lessons, the support for pupils with special needs in Years 1 and 2 is inconsistent. In some cases the work is matched to the needs of these pupils but in others it is not. In Years 3 to 6, the pupils with special educational needs are taught in the lowest ability set where the work is more carefully focussed. The pupils with English as an additional language are supported by a teaching assistant who helps them to overcome language difficulties and enables them to use their mathematical skills, which are reasonably good.
60. The school has been unsuccessful in raising standards because the important areas of planning, assessment and teaching have not been tackled in a coherent way. A much stronger and more robust approach is needed to establish good quality teaching throughout the school so that the pupils can make rapid progress. The newly appointed co-ordinator has undertaken a careful analysis of the national test results and is now well informed to guide improvement.

Mathematics across the curriculum

61. The use of mathematics across the curriculum is incidental rather than planned. Mathematical skills are used in science, in geography when working with temperature data, for instance, and in information and communication technology when learning about spreadsheets

SCIENCE

The provision for science is **unsatisfactory**.

Main strengths and weaknesses

- The pupils are not achieving as well as they should
- The teaching is unsatisfactory
- The tasks are not matched to the pupils' needs
- Extended marking and target setting is not having a significant effect on achievement

Commentary

62. The results of the national tests in 2003 were very low but they are higher this year although standards remain below average at the end of Years 2 and 6.
63. In a lesson seen in Year 2, the pupils achieved satisfactorily because the teacher had modified the task of making a simple circuit by the use of different resources. The tasks were planned appropriately and modified for different groups, including the pupils with special needs, and consequently they were all able to make reasonable progress. This approach, however, is not evident in Years 3 to 6 where scrutiny of the pupils' work shows very clearly that tasks are much the same for all pupils. In some cases, it is clear that those pupils with the potential for higher attainment are not adequately challenged and the tasks set for those with special educational needs are not modified to allow them to benefit from the lesson. There are examples of pupils identified as gifted being presented with the same tasks as those with special educational needs. In a Year 3 lesson, for example, the pupils were writing up their observations following an investigation to find out how quickly ice melts when placed in containers insulated with different materials. The pupils with special educational needs were presented with resources and a task that was too difficult for them. Consequently, they were unable to make progress. Similarly, in a

Year 5 lesson on circuits, little consideration was given to the needs of a small number of pupils who are at an early stage of learning to speaking English

64. In contrast, the teaching was good in a lesson in Year 6 when the pupils were working with parallel circuits. Good relationships and a lively approach enhanced the learning and good links were made with the pupils' previous knowledge and understanding. The teacher and the classroom assistant worked well with groups of pupils to ensure all had access to the task.
65. The deputy headteacher has recently taken over the role of science co-ordinator and has highlighted the need for 'an individual approach to raising standards'. He has introduced target setting and in some classes the teachers are making more extensive comments in response to the pupils' work in order to help them to improve. At the moment, this approach is at an early stage but neither the target setting nor the extended marking are sufficiently integrated into the teachers' planning, their lessons or their wider assessment of the pupils' progress to have a significant influence.
66. Through his scrutiny of the pupils' work, the co-ordinator has identified the need for a broader range of opportunities for experimental and investigative science and higher expectations in terms of the presentation of the pupils' work. At present the teachers' expectations vary widely, but of late their comments indicate a rising demand. A reasonable proportion of the work now has a practical element and the pupils are developing a more structured approach when recording their investigations.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Standards and resources have improved since the last inspection
- The pupils do not have sufficient opportunities to monitor and control

Commentary

67. Standards are broadly average because the pupils now have planned lessons in which their ICT skills are developed and a reasonable range of opportunities to use them subsequently across the curriculum.
68. The computer suite is primarily used for half of a class group, which gives each child uninterrupted time at the keyboard, whilst the other half of the class are involved in a music lesson, for example. In some cases the ICT group is taught by a classroom assistant. This was the case when Year 1 pupils were naming and labelling objects. This lesson was a good illustration of an ICT activity supporting literacy learning. They entered the name and the colour of a series of objects and printed out their work. This was a satisfactory lesson in which the pupils made sound progress.
69. In a lesson in Year 4/5, the pupils worked away from the computers to learn about fields and records in a database. They used data relating to famous Tudors to create a database manually on paper. Although this lesson helped the pupils to understand how a database is structured, it was insufficient to really challenge the most able. In Years 5 and 6, the pupils were learning to use spreadsheets. This was most effective in two lively sessions in Year 6 where the teacher's secure knowledge allowed him to move the pupils on at a good rate to calculate average

temperatures and create bar charts and graphs. The process included a good discussion about which type of graph best illustrated the data.

70. Overall, the teaching is satisfactory and the pupils are making reasonable progress in most areas of the ICT curriculum, but they do not have enough opportunities to monitor and control.

Information and communication technology across the curriculum

71. Opportunities to use ICT across the curriculum are satisfactory, but there is some variation between classes. In each class there is at least one computer, but in some cases these are not used extensively. There are various examples of pupils using ICT in art, English, history, geography and mathematics. However, it is not used often enough in science, for example, to record observations and present findings.

HUMANITIES

One geography, two history and two religious education lessons were observed during the inspection. The teachers' planning and the pupils' completed work was inspected and discussions were held with pupils and the subject co-ordinators.

In a **geography** lesson in Year 2, the pupils were studying Mexico. Their interest was caught when they used a diary of a teacher's trip to that country and they showed an ability to gather information from photographs. The older pupils are knowledgeable about physical features and processes, such as the ways in which rivers develop and change their course. The pupils throughout the school are familiar with maps, globes and atlases and can identify countries they have studied.

A scrutiny of the pupils' work shows that a satisfactory range of topics is covered, but there is considerable variation in its quality and presentation. In many cases, pupils of all abilities are set the same task, and as result much of the work of lower attaining pupils is incomplete. The assessments made at the end of each unit of work do not appear to be used to determine what pupils of different abilities will learn next. The pupils make visits to places linked to the topics studied in both geography and history, for instance a trip to Kings Lynn railway station. Other examples of enriching activities are the residential trips that the older pupils make each year. These extend the pupils' knowledge of the world beyond their immediate locality.

As in geography, there are weaknesses in the way that tasks in **history** are modified for pupils of different abilities. Here again, the end of unit assessments are not used effectively to plan for groups of pupils, especially those with special educational needs. The study of a single topic, for example 'Rich and Poor People in Tudor Times', makes collaborative lesson planning easier, but greater modification is needed to make it appropriate for pupils of different ages and abilities. In the lessons seen, the teaching was satisfactory. However, some imaginative teaching techniques are used such as 'hot seating' where the teacher (or a pupil) pretends to be a figure from history and answers questions put by the class. The use of resources such as photographs and historical texts to raise questions about the reliability of evidence aids the learning and understanding of many pupils. However, for some pupils the texts prove too difficult for them to fully benefit from the activity.

Religious education

The provision for religious education is **satisfactory**.

Main strengths and weaknesses

- The teaching lacks a precise focus on religious education
- The school does not have enough interesting artefacts

Commentary

72. Achievement in religious education is satisfactory. The standard of the pupils' work is in line with the expectation of the locally agreed syllabus of religious education. This is similar to the position at the time of the last inspection.
73. The subject leader suggests that her colleagues feel less confident with work in religions other than Christianity. This is borne out by their low allocation of time to these religions. However, enough is done for the older pupils to be able to speak with some confidence about some other faiths.
74. The pupils demonstrate a satisfactory level of understanding of the topics that they have covered in religious education lessons, but the quantity and quality of their recorded work are lower than that in geography and history. Some of the teaching lacks a clear focus on the religious dimension. For example, an interesting investigation into the idea of 'the Beautiful' missed obvious opportunities to include for consideration religious as well as natural images. The writing of a poem by the children was a good follow-up activity, but the emphasis was on literary rather religious understanding.
75. The resources provided for religious education are sparse and do not completely reflect the needs of the current curriculum. The subject has insufficient, regular funding to establish and maintain a bank of good quality resources.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. One lesson was observed in art and design and one in design technology. Work on display was scrutinised. Three physical education and three music lessons were observed. Discussions were held with the co-ordinators and some of the pupils.
77. In **physical education**, the pupils display the skill levels and knowledge of games that are expected at the end of Year 2 and Year 6. However, there are shortcomings in the preparation and the teaching of some lessons that lead to the pupils making insufficient progress and achieving less than they should, particularly in gymnastics. In an entirely satisfactory lesson in Year 2, all the pupils wore appropriate kit and were immediately involved in warm up activities. The teacher moved the lesson along by building well on previous activities, briefly reviewing and evaluating the learning so that the pupils gained increased confidence and control in bouncing, throwing and catching balls. By the end of the lesson, about half of the class were able to demonstrate their ability to catch with one hand. Conversely, in a poor gymnastics lesson in Year 5, the teacher had taken little account of the pupils' knowledge and existing skills. An overlong introduction was followed by a brief warm up before the pupils were put into groups of four to discuss their ideas for a sequential composition. The teacher's instructions and expectations were unclear and this task went on far too long, thereby nullifying the effects of the warm up and allowing the pupils to become unsettled and lose interest. Moreover, the teacher did not establish

the need for accuracy and quality of their movements, shapes and balances. As a result, the quality of the gymnastic sequences was well below expectations for pupils of this age, though the lesson did place an appropriate emphasis on safety. The same consideration for safety was not applied in a Year 6 games lesson, where insufficient attention to the suitability of the pupils' clothing and footwear neither helped their learning nor ensured that all risks had been considered. Nevertheless, the pupils displayed appropriate passing, handling, running and dodging skills and some good positional play in tag rugby activities, though the pupils had too few opportunities for self-evaluation activities. The pupils' skills are positively promoted through a good range of well-attended clubs and extra curricular sporting activities that are well organised by the deputy headteacher and the physical education co-ordinator.

78. A long-term curriculum plan is in place for **art and design** and **design technology**. However, there is little evidence of the wide range of tasks that are usually found in the curriculum of primary schools. In discussion, the Year 6 pupils had a very limited knowledge of the work of famous artists and they were unable to describe printing techniques they had used. The pupils pencil drawings of Henry VIII in Year 3 are of similar quality to those on display in Year 5. There are, however, some good examples of three-dimensional artefacts created in response to the work of a local sculptor. In the one lesson seen in design and technology, the Year 3 and 4 pupils enjoyed making pop up cards, but the teaching was not good enough to motivate them to produce work of high quality.

Music

The provision for music is **good**.

Main strengths and weaknesses

- The pupils achieve well and standards are in line with national expectations
- The teaching is consistently good

Commentary

79. A specialist teacher is employed to teach music to all the classes in the school. The teaching is well planned and the lessons contain a good balance of music appreciation, composition and performance. The teacher has very good subject knowledge and her enthusiasm and dynamism ensure that all pupils settle quickly and focus on what she is asking them to do. In one very good lesson, the teacher skilfully explored the pupils' feelings in response to a piece of music by asking them to 'paint mind pictures'. The pupils were keen to answer and offered a range of mature and sensible suggestions. Having listened carefully to each other, the pupils were then encouraged to create their own music using percussion instruments reflecting the same emotions. They were able to do this sensibly, and the teacher further extended their learning by explaining chords and discordant sounds.
80. Throughout all the lessons seen, the good relationships between the pupils and teacher were plainly evident. When the pupils became over-excited, she managed the behaviour very well by changing her position in the class, rewarding good behaviour and moving the lesson on at a pace so that pupils quickly became actively engaged once again.
81. As a result of this good teaching, the pupils achieve well. There are clear procedures for assessment and the teacher evaluates how well each pupil is doing at the end of each unit of work. The pupils sing enthusiastically and tunefully and all are willing to join in, often singing on their own. In a weekly hymn practice, the teacher develops the pupils' singing by getting them to

think carefully about the words of the hymns. School assemblies contribute well to the pupils' knowledge of music from a range of cultures by the inclusion of a different piece each week.

82. The school also provides opportunities for the pupils to learn to play the recorder and to be part of a school choir. There is an end of year concert and termly drama productions, which give the pupils the opportunity to perform to a larger audience.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

83. The school has a planned programme of themes that includes sex education for the pupils in Year 6. Only one lesson was seen during the inspection in which the teacher sensitively and skilfully engaged the pupils in discussions about people who influence them. The discussion centred on the ways in which negative influences might be countered and nullified. Throughout this lesson, the pupils displayed mature and sensible attitudes and listened carefully to each other's contributions. Lessons of this type clearly contribute to the improved behaviour and positive attitudes now apparent in the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	5
How the school's effectiveness has changed since its last inspection	6
Value for money provided by the school	5
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	4
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	5
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	5
The leadership of other key staff	5
The effectiveness of management	5

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

poor (6); very poor (7).