

INSPECTION REPORT

MUNDFORD CE PRIMARY SCHOOL

Mundford, Thetford

LEA area: Norfolk

Unique reference number: 121047

Headteacher: Mrs Julie Hall

Lead inspector: Mrs Margaret Hulme

Dates of inspection: 10th - 13th January 2005

Inspection number: 267365

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 170

School address: St Leonard's Street
Mundford
Thetford
Norfolk
Postcode: IP26 5ED

Telephone number: (01842) 878 278

Fax number: (01842) 878 999

Appropriate authority: The governing body

Name of chair of governors: Mr Mark Rolph

Date of previous inspection: 20th October 1998

CHARACTERISTICS OF THE SCHOOL

This is a Church of England controlled school, which is smaller than the average sized primary school. It is situated in the village of Mundford in Norfolk in an area recognised as one with multiple rural deprivation. Premises have been extended three times and facilities for pupils and teachers are now improved. Pupils are predominantly white British and there are some from other white backgrounds and a few from minority ethnic backgrounds. There is a good social mix of families and all cultural traditions are well integrated. There are no pupils for whom English is an additional language or who are at an early stage of learning English. The number of pupils with special educational needs fluctuates from year to year and is currently 22 per cent, which is a little higher than other primary schools. The nature of their special educational needs includes: severe learning difficulties, specific difficulties such as dyslexia, behavioural and speech difficulties and autism.

There has been a change of headteacher and some staff since the last inspection. The headteacher has made some changes, and parents, staff and governors support the development undertaken. The school is well regarded in the community. Within the good development that has taken place, the school works with the challenge of high turnover of pupils, including American USAF families. When children start school, their ability is mainly as expected for their age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3609	Mrs M Hulme	Lead inspector	Foundation Stage Information and communication technology Art and design Music
13895	Mrs A Smith	Lay inspector	
29995	Mrs M Walker	Team inspector	English Science Design and technology History Special educational needs
21858	Revd J Pryor	Team inspector	Mathematics Religious education Geography Physical education

The inspection contractor was:

Tribal PPI
1 – 4 Portland Square
Bristol
BS2 8RR

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637 833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9 - 14
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14 - 17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18 - 30
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school that continues to improve. It does well for its pupils despite the challenge of a high turnover of pupils. The very good leadership of the headteacher has inspired effective teamwork. The good teaching has a positive effect on pupils' learning. Management is good but the role of subject leaders needs extending further. Some weaknesses in provision for mathematics and science need more work to improve achievement. Pupils have very good and trusting relationships with adults and one another, they are happy and feel valued. Their personal development is well provided for. Value for money is good.

The main strengths and weaknesses are:

- English standards are still good and there are improved standards in national tests.
- Provision for mathematics and science is not yet as good as that for English.
- The very good leadership of the headteacher provides firm direction for the school's work and inspires effective teamwork but the subject leaders' roles still require extending.
- Good teaching has a positive affect on pupils' learning overall but sometimes lacks challenge for higher attaining children.
- Pupils are happy at school, have good attitudes to learning and behave well.
- Parents have very good views of the school and contribute well to their children's achievement.
- Some areas lack essential resources that restrict the range of learning opportunities.

How the effectiveness of the school has changed since the previous inspection.

The school has made good progress since the last inspection. All issues have been tackled successfully. The school has not become complacent but has built on that development to improve pupils' achievement. The school has been managed well despite the difficulties of long-term absence by staff and the resulting budget deficit. The greatest improvements are the system of school evaluation, which is used to raise standards, the effective teamwork, the improved monitoring by subject leaders, class monitoring and the reorganisation of the curriculum.

STANDARDS ACHIEVED

Pupils' achievement is good overall. The table below shows that standards in the 2004 national tests for Year 6 have improved, particularly in English, but every year the high turnover of pupils and the proportion of those with learning difficulties influence the results.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	C	A	A
mathematics	C	C	C	B
science	C	D	D	C

*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.*

When pupils start school, their skills are broadly as expected for their age but there is some weakness in written communication skills. However, they make good progress and achieve

very well. Already children have almost reached the goals they are expected to reach by the end of the Reception Year and many have started National Curriculum work. This good progress continues to Year 2, when most pupils reach the standards expected for their age in national tests, with many doing better. Most recently, the Year 2 pupils reached standards in writing and mathematics that were well above the national average and standards in reading were above the national average. In lessons and written work, most pupils achieve well and standards are at least as expected for age but are better in English. In mathematics and science, those capable of high attainment lack challenge, which has an adverse effect on their achievement and standards. The achievement of those with special educational needs is good because of the high quality support. The improved facilities, resources and teaching are improving pupils' capability in ICT¹, which is now good. In religious education, standards by Year 2 are better than expected for the pupils' age but at Year 6, standards are satisfactory. In physical education, standards are mainly as expected for age but are better in Year 1. The high turnover of pupils means they have less time to reach standards expected but staff work hard to overcome this barrier to achievement. There is no significant difference in the attainment or achievement of boys and girls.

The pupils' personal qualities are good and supported effectively by their good spiritual, moral, social and cultural development. Pupils' attitudes to learning and behaviour are good, which results in sustained work and good achievement. Attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. The overall good teaching has a positive effect on pupils' learning. It is particularly good in the Foundation Stage, giving the youngest children a good start to the National Curriculum. Pupils learn effectively because lessons are interesting and most respond well to hard work. There is a pleasant, stimulating working environment, making the school an effective place to learn. The lack of resources in some areas makes teaching more difficult and restricts what activities can be offered but the better resources for ICT are improving pupils' competence in the subject. There is a good curriculum and pupils receive very good care, guidance and support in lessons so they achieve success. The productive partnerships with parents, other schools and the community contribute well to pupils' achievement.

LEADERSHIP AND MANAGEMENT OF THE SCHOOL

The leadership and management are **good**. The very good leadership of the headteacher has been particularly effective in providing firm direction for the school's work and has inspired effective teamwork which is now a great strength because there is now a committed and cohesive staff team working for the good of each child. Management is good because the school is committed to a rigorous self-evaluation and continually refines its practice in the light of new initiatives and responses from pupils, staff, governors, parents and outside agencies. Subject leaders manage the curriculum well but lack sufficient involvement in managing the teaching of their subjects. A committed and supportive governing body governs the school well and complies with all statutory requirements. It is very familiar with the work of the school. Its strategic role has developed well and it takes a full part in monitoring and evaluating the school's performance.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents have very good views of the school, are satisfied with the quality of education it provides and like involvement in their children's education. The inspection team was

¹ Information and communication technology.

unable to substantiate the concerns of a few parents about bullying and organisation of classes. The timetable has been adapted to accommodate the national recommendations in 'Excellence and Enjoyment'. Pupils have very good views of the school because they enjoy lessons and get on well with staff. Their self-esteem is boosted by responsibility and the older pupils look forward to having a school council.

IMPROVEMENTS NEEDED

The most important things the school needs to do to improve and raise standards are:

- Make the provision for mathematics and science as good as that for English, including challenge for higher attaining pupils.
- Extend the management roles of subject leaders to incorporate observations of teaching.
- Improve resources, particularly for the Foundation Stage.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is **good** overall and very good at the Foundation Stage. By Year 6, standards in English are better than expected for the pupils' age, and in mathematics and science they are as expected for age. There is no significant difference in the standards reached between boys and girls.

Main strengths and weaknesses

- Children in the Foundation Stage make a good start and achieve very well, despite starting school with fewer written communication skills than children usually have at this age.
- Standards in national tests have improved, particularly in English and for Year 2 pupils.
- Challenge for those capable of high attainment is too low in mathematics and science.
- In mathematics and religious education, junior pupils do not do enough written work.
- Good teaching and better facilities have improved pupils' competence in ICT.
- Pupils with special educational needs progress well because their provision is good.

Commentary

1. When children start school, their knowledge, understanding and skills are wide ranging. Assessments show that most have the ability expected for their age in the areas of communication, language and literacy and in numeracy but lack skills related to writing. As at the last inspection, children make good progress. This year, most are working at expected levels and will reach the goals² they are expected to reach in all areas of learning by the end of the Reception year. A significant group (over half the present class) will do better and have already started National Curriculum work early. Those with special educational needs progress at the same rate as others because they have the individual support they need from experienced teaching assistants.
2. There is some variation in national test results from year to year, depending on the number of pupils with special educational needs. In addition, the school works with the constant challenge of a high turnover of pupils, including those from the local USAF base, which sometimes makes it difficult to secure children's success in learning the basic skills before they tackle the national tests.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	16.9 (17.6)	15.8 (15.7)
writing	16.6 (17.0)	14.6 (14.6)
mathematics	17.5 (16.6)	16.2 (16.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

² Goals refer to personal, social and emotional development, communication, language and literacy, mathematical, knowledge and understanding of the world and physical development.

3. There has been an improvement in national test results at Year 2 since the last inspection. The average points scored by Year 2 are shown in the table above. Standards in reading were above those expected for the pupils' age. In writing and mathematics, they were well above those expected for age and there was a significantly high proportion of pupils reaching a higher level than that seen nationally. Standards had dipped in reading but improved for writing and mathematics from the previous year. Those who did not reach the expected standard have special educational needs. Over the last few years, the trend of improvement for all subjects is above the national trend.
4. Standards in national tests for Year 6 vary from year to year depending on the size and capability of the group. In 2004, the standards in national tests for English were well above those expected for the pupils' age. In mathematics, standards were as expected for age and in science, just below the expected standard. There is a big improvement in English results and those for both mathematics and science have improved since the previous year. English was clearly the subject where pupils did best, but in both mathematics and science, a similar proportion of pupils failed to reach the expected standard and although a significant percentage reached the higher level it was, at best, only the same as all other schools. When these results are compared with similar schools (based on prior attainment), they reflect better. However, although the school met its targets in English it failed to do so in mathematics. The average points scored by Year 6 are shown in the table below.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	28.6 (26.5)	26.9 (26.8)
mathematics	27.7 (26.8)	27.0 (26.8)
science	28.4 (28.0)	28.6 (28.6)

There were 26 pupils in the year group. Figures in brackets are for the previous year.

5. Last year, the test results for Year 6 appeared to indicate that there were differences in the performance of girls and boys. The school has analysed its national tests and tried to find reasons why boys appeared to outperform girls in mathematics and why girls did better than boys in writing at the higher level. There is no evidence of this in any other subject. Despite its efforts no reason could be found, but the school has highlighted this gender issue for regular monitoring. However, those pupils have now moved on and the current inspection findings are that in lessons and written work, boys perform as well as girls.
6. Inspection findings from lessons and written work show that standards in English are higher than expected for the pupils' age by Year 2 and at Year 6, and because teaching is good, the pupils make better than expected progress in literacy lessons and achieve well. Staff have worked hard to improve this subject and the use of literacy skills in other subjects contributes well to the good standards. In science, standards are as expected for the pupils' age at Year 2 and Year 6. In mathematics, standards are better than expected for the pupils' age at Year 2 but at Year 6 they are as expected for age. Although there is good teaching in these subjects and most pupils achieve well, there are weaknesses relating to attainment.
7. In mathematics, the younger pupils produce a higher quantity and quality of work than older pupils, building well on the standards of the Foundation Stage children. Number

work is particularly good but problem-solving needs more work and the use of the commercial scheme books that produce mechanical responses is not the best way of using mathematics in everyday situations. In Years 3 to 6, the quality of work produced is mainly satisfactory although good examples were seen. Teaching pupils in ability groups is being tried to improve standards but it is not working as well as it might because the quantity and range of work is not increasing enough as pupils get older. Although extension work is provided for older pupils, they do not find it inspiring or challenging and consequently are not always reaching the standards for their capability. In science, the thorough teaching of factual information enables many pupils to reach a satisfactory standard. To improve standards, pupils are now taught in year groups rather than mixed age classes and spend more time on science than they did. Greater emphasis is now given to developing enquiry skills but it is too soon to see an improvement to standards. Although the school is making determined efforts to improve standards in science, one weakness still persists; samples of written work throughout the school show that there is not enough challenge for higher attaining pupils.

8. From the work sampled in other subjects and discussions with pupils, there is no significant difference between boys and girls in either attainment or achievement. In ICT, standards were satisfactory at the last inspection but have now improved and by Year 2 and Year 6, many pupils reach better than expected standards, building on their skills term by term. The pupils' capability is improving and in many cases is good, particularly when teachers inspire and challenge pupils and there is sufficient support to enable them to move on quickly in lessons. Achievement is generally good but for some pupils it is better and they show sophisticated skills at using computers. The use of ICT as a tool for learning in other subjects is developing well. In religious education, standards are higher by Year 2 than expected for the pupils' age and this is also true of some work undertaken by Years 3 to 6. However, the amount of written work in some classes is less than might be expected and there is insufficient time for pupils to gain in-depth understanding of topics, which limits achievement. In physical education, standards in gymnastics and dance at Year 1 are better than expected for age. By Year 6, they are as expected for age. The proportion of pupils gaining at least the minimum standards in swimming is good.
9. Pupils with special education needs achieve well for their stage of learning, especially in literacy and numeracy lessons because they receive very high quality support. Those pupils identified as gifted and talented achieve well and have opportunities to extend their skills.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Overall, provision for children's personal development is good, supported well by the good provision for pupils' spiritual, moral, social and cultural development. Their attendance and punctuality are good.

Main strengths and weaknesses

- Pupils have good attitudes and behaviour which make them keen to work hard and take part in the wide range of learning opportunities.
- The good example set by staff and their high expectations of how pupils should behave result in most pupils getting on with tasks and working hard.

- Provision for pupils' personal development is good and consequently they achieve well.
- The school works well with parents to maintain high levels of attendance and punctuality which are a contributory factor to the good achievement.

Commentary

10. Pupils are happy to come to school; they enjoy what they do and take a full part in the activities that the school offers. The very good relationships result in pupils who are attentive, co-operative and collaborate well with one another. These improved relationships have a positive effect on pupils' achievement because they want to please their teachers. The harmonious relationships and good working atmosphere mean that new arrivals are quickly befriended and soon become part of the school community. In the Foundation Stage, children are well on line to meet the goals they are expected to reach in personal, social and emotional development by the end of the Reception Year. Although some of the class had just started school full time, they have settled into routines, share and take turns, help one another, show trust and respect for the teacher and are eager to try new skills. Parents reinforce these skills and, in particular, American parents spoke appreciatively of the values promoted by the school. Pupils readily accept class and school responsibilities and are keen to involve themselves in extra-curricular activities. The way that supportive adults build up confidence in learning for pupils with special educational needs is the key to the good responses shown in many lessons. New approaches to help individual children, such as the Circle of Friends, positively influence their attitudes to work.
11. There is a very good level of consistency among all the staff about expectations for pupil behaviour and fairness in its implementation means that most pupils respond well to the good example set by staff about how to behave. Because most pupils behave well in and around school, playtimes are friendly and safe. Pupils are not anxious about bullying or harassment, know where to turn if they have concerns or worries and are confident that teachers will resolve any problem. Inspectors' discussions with pupils and observation of children at work and play could not substantiate the concerns expressed by a few parents about bullying. The school has a clear anti-bullying policy and effective procedures which are reviewed. However, it has also planned to have additional staff training to ensure any incident will be handled with the greatest sensitivity. Although there are a few classes with a higher than usual proportion of pupils with behavioural difficulties the very good management by staff keeps lessons under control.
12. The provision for the pupils' personal development, which includes their spiritual, moral and social development, is good. The good school ethos emphasises fairness and respect for all, which provides a firm foundation for pupils to develop an understanding of their own beliefs and values. They have a good understanding of being part of a community and respect each other's feelings and values. Good use is made of the local area, for example a wide range of artistic and cultural visits and visitors, to develop pupils' awareness of their own culture and traditions. The school makes good use of its American pupils and parents to broaden their experience of other cultures. Work in subjects such as religious education and geography provides a sound basis for awareness of other cultures found in Britain.
13. The high level of attendance has been maintained since last inspection and is still good. The discrepancy between the figures in the table below from the Performance

and Assessment Report, which indicated satisfactory levels of attendance, and those of the school, is due to a computer error that has been accepted and corrected by the school. American service personnel are given extensive periods of home leave, sometimes running into term time. This is actively discouraged, but beyond the school's control. There have been no pupils excluded in the last school year.

Attendance in the latest complete reporting year (94.5%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.3
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good, reflecting strengths in the quality of teaching, which has a positive impact on pupils' learning and achievement. The good range of learning opportunities is relevant to pupils' needs and the high level of care, guidance and support makes a positive contribution to their progress. The very effective partnership with parents and partner schools extends and reinforces learning.

Teaching and learning

The quality of teaching and learning is **good**. The quality of assessment of pupils' work is good.

Main strengths and weaknesses

- The very effective teamwork is a strength, ensuring consistency of approach and continuity and progression in subjects.
- The very good relationships motivate children to make good efforts, work hard and behave well.
- The very good teaching in the Foundation Stage results in very good achievement.
- The good teaching of pupils with special educational needs ensures all are included in curricular opportunities and assistants are well deployed to support and improve their work.
- Teachers' expectations of higher attaining pupils are sometimes too low and lack the challenge they need to reach high standards.
- A good system of assessment ensures an appropriate response to pupils' needs.
- The lack of some resources, including provision outdoors, limits the range of activities that teachers can provide, particularly in the Foundation Stage.
- Pupils' achievement in classes of over 30 is sometimes hampered by lack of space or lack of teaching assistants in some subjects.

Commentary

14. The quality of teaching is good overall. It had improved at the last inspection and has improved again. The good teaching has been maintained but there is now a higher proportion of very good teaching. As can be seen from the table below, during the inspection there was a significant proportion of very good teaching, mainly in the Foundation Stage and Year 1. There was just one unsatisfactory lesson.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	8 (22%)	20 (55%)	7 (20%)	1 (3%)	0 (0%)	0 (0%)

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

15. There are many strengths in teaching but the one that has made the most impact on pupils' learning is the very effective teamwork between teachers, teaching assistants and parents. All adults expect pupils to work hard, but because the skills of both teachers and the teaching assistants are used extremely well, it results in a most consistent approach to every activity; thus pupils feel secure and make good efforts. When parent helpers are also present, the situation is very good, because pupils respond very well to their patience, advice and encouragement. A good example was when an older pupil, struggling with handwriting, achieved rapid success because of the teaching assistant's approach, and his self-esteem rose tremendously. Teamwork extends outside the classroom because the staff co-operate well together in planning work and building effectively on previous learning. A typical example between the Foundation Stage and Year 1 shows how the partnership builds successfully on early learning and skills are shared to ensure continuity and progression in subjects.
16. The very good relationships which have been established between teachers and pupils are a motivating force for improving learning. Teachers listen carefully to pupils, who know their contributions are valued, and this makes them eager to do their best work. Activities are matched carefully to pupils' needs and in lessons, enjoyment is evident; pupils are totally absorbed. This was demonstrated well in an ICT lesson for Years 4 and 5 pupils who were using visual effects such as symmetry to design a tile. The teacher stimulated and enthused pupils and they responded well to constant challenge.
17. The very effective teaching at the Foundation Stage in the Reception class gives pupils a good start towards achieving the goals expected for children at this age. Considerable care and patience is taken to help them settle into class routines but pupils learn quickly from watching and listening to teachers because they provide such good role models. The very good teamwork in this class is of particular note because the skills of both teachers and the learning support assistant are used extremely well, resulting in a most consistent approach to every activity.
18. The teaching of those pupils with specific educational needs is good because they are provided with appropriately demanding tasks and are particularly well supported by very skilled and well-trained teaching assistants. Pupils work hard, take a full part in the sessions and do well. The very close teamwork between all adults working with the pupils, together with the positive relationships, have a significant impact on their achievements. The individual needs of each pupil are fully appreciated and the best way to provide support in lessons or in small groups, is regularly reviewed, helping to bring about success not only in learning but in developing confidence. However, in a few lessons, especially in larger classes, the lack of adult support does hamper how well they do.
19. In those lessons judged satisfactory rather than good the management of a small group of pupils slipped occasionally or pace was sometimes too slow or teacher expectation for the higher attainers was too low and they did not do enough work or found it too easy. In some mathematics, science and religious education lessons

pupils found work too easy and extension work that was provided did not inspire and challenge them to work hard and make the efforts required to reach high standards.

20. Teachers' assessments of children's work are good and used by all staff to focus on how well pupils are doing. Systems for recording progress and daily assessment are well established and used to plan the next stage of learning. Assessment on entry has been continued and used well when pupils start school. Considerable work goes into the Foundation Stage profiles, which influence planning and identify specific needs. Analysis of national test results is used, together with national and local data to evaluate and target learning effectively. Marking practice indicates there is some constructive feedback to pupils about their work but it is not consistent across the school. Sometimes marking comments are particularly helpful to parents. In the Foundation Stage, children receive good verbal feedback from the teacher but written comments are made in books so parents can discuss them at consultation sessions about their children's progress. The sessions at the end of lessons often reinforce learning but are used best when teachers also discuss with pupils how well they think they have done in achieving the learning objective.
21. Teachers make effective use of all resources available to them but in some subjects a lack of some essential equipment hampers efforts. At the Foundation stage the teacher lacks the range of equipment outdoors to extend skills and in geography and history the resources are only just adequate to teach the subject without borrowing or improvising. Although the fiction library is well stocked there is a limited range of non-fiction books now that they have been rationalised and out of date versions discarded.

The curriculum

The provision for the curriculum is good. Opportunities for enrichment of the curriculum are good. Accommodation and resources are satisfactory overall.

Main strengths and weaknesses

- An evolving and interesting curriculum strengthens the learning experiences of all pupils.
- A very strong sporting tradition ensures that pupils of all ages can take part in, and enjoy, a wide variety of sporting challenges.
- Pupils' personal qualities are actively and effectively promoted throughout the school.
- Pupils in the Foundation Stage and those with special educational needs are well provided for, which impacts positively on achievement.
- The lack of some resources, including provision outdoors, limits the range of activities that pupils need, particularly in the Foundation Stage.
- Larger classes are sometimes hampered in their achievement by lack of space and no additional adult support.

Commentary

22. The headteacher and staff are totally committed to providing a good quality primary curriculum that meets statutory requirements, is relevant to all pupils and in which all pupils are valued equally and become confident learners. In this they are successful. Regular review enables new ideas to be evaluated and changes made to improve the quality of learning for all pupils and to contribute to the raising of standards. Successful action has been taken to improve curricular planning, subject coverage

and timing issues identified at the time of the last inspection. Full account is taken of the national strategies for literacy and numeracy. The national schemes of work form a basis for whole school planning in other subjects so that skills are taught progressively within classes with more than one age group. Reflecting the principles of the *'Primary Strategy'*, many natural links are now made between literacy skills and other subjects such as science, history and religious education, bringing greater relevance to many writing and reading tasks. Effective use of the improved facilities for ICT has led to improved standards and skills are now integrated into learning in other subjects, for example in history to access research and make PowerPoint presentations.

23. Many visits to places of interest, visitors to the school and the special events successfully enhance the curriculum through the interest and diversity they bring to many subjects. The annual residential visit under canvas to Cumbria in Year 6 is a highlight of the year where new experiences of outdoor pursuits figure prominently. A wide range of sports is played regularly in lessons, through coaching or in club activities; school teams compete locally or successfully move further afield to take part in county cricket, football or athletic events. Within the school, regular league matches organised by older pupils involve pupils from Years 3 to 6 as they represent their "House" in seasonal sports competitions. Extra-curricular club activities at lunchtimes and after school currently offer a wide range of activities for all ages from chess and juggling to netball and cross-country running.
24. Through many aspects of their learning, pupils' personal, social and health education (PSHE) develops well both in lessons and through their rich experiences beyond the classroom. This is especially so during the well-established Circle Times, when pupils of all ages sit together to discuss issues that are important to themselves. In so doing they focus on such skills that support their learning such as listening skills. Extending the daily "Fruit and Vegetable Time" to all age groups means that the whole school has a time each morning devoted to healthy eating and one that successfully promotes other personal qualities such as social skills and food hygiene or extends knowledge such as where fruit is grown. Sex and relationships education and drugs education are taught through the science curriculum with a separate sex education focus for pupils in Year 6 towards the end of their last term.
25. Provision for the Foundation Stage curriculum is good. Children make a good start in the Reception year, work hard and achieve very well because the teaching is very good and many interesting activities are provided that maintain children's interest. However, the outdoor area lacks equipment, especially physical challenge needed to extend existing skills. Although good use is made of the hall the equipment is inappropriate for this age. Plans are in place to remedy this weakness. The good provision for those pupils with special educational needs results in their good achievement. The high quality support by skilled teaching assistants working very closely with class teachers is a key factor in pupils' good progress towards their own goals and in lessons especially in literacy and numeracy. The early identification of pupils' needs, together with the regular review of their progress, adds to this success. Good detailed individual education plans with clear concise targets for learning show exactly how specific needs are met. Pupils' particular gifts or talents are recognised.
26. Teachers and teaching assistants are well qualified and bring to the curriculum a wide range of experience and expertise. They are deployed effectively to give support where it is most needed, but in some subjects, large classes of over 30 pupils, lack the

additional support needed to maintain good progress. Overall, resources for learning are satisfactory, although those for geography, history and the non-fiction library need updating and extending. There is no outdoor area developed for the Foundation Stage as required for that curriculum. The accommodation is satisfactory overall but the mobile classroom has significant limitations such as space that prohibits the use of ICT equipment. Achievement in very active physical education lessons in the hall is restricted by the space available for movement when classes are large.

Care, guidance and support

The school has very good provision for promoting the care, welfare, health and safety of pupils. Support, advice and guidance for children are very good. The school is very good at seeking and valuing the views of children and involving them in the development of the school.

Main strengths and weaknesses

- The very good procedures for ensuring that pupils work in a healthy, safe environment result in happy, secure pupils who readily take part in activities.
- Good support and guidance for pupils with special educational needs enables them to make good efforts towards their targets and achieve success.
- Most pupils make good efforts and achieve success because staff know them very well and provide them with very good support, advice and guidance.
- The opportunities for pupils to contribute to the way the school is run results in their good attitudes to the school and trusting and secure relationships with staff.

Commentary

27. The school works hard to provide pupils with a place to learn that is safe, supportive and gives a high regard to pupils' well being. The very good quality of care and support helps pupils to feel secure in school and enables them to concentrate well during lessons. The school is well organised, with a very caring ethos that provides a safe environment for all. Adults in the school know pupils well and are vigilant about the pupils in their care. The school promotes healthy living. The deputy headteacher manages the school procedures for child protection and ensures that comprehensive arrangements are in place. There is thorough maintenance to make the building and equipment safe so very few accidents occur and risk assessments are conducted appropriately when children undertake visits out of school.
28. All adults who work with them really understand the special individual needs of those pupils with learning or behavioural difficulties ensuring that the best available support is provided for them in lessons and when at play. Where a statement of special educational needs has been awarded all requirements are met; in some cases, the school funds provide the support they need so that all pupils can benefit fully from their provision. The close working relationships with other professional agencies are well established, and pupils benefit because this support, through advice and shared expertise, is greatly valued by staff and used effectively.
29. Good assessment procedures ensure teachers understand how well pupils are doing and because they know them and their families well they are able to offer appropriate support and guidance. Praise and encouragement for pupils' academic and personal achievements is an important feature in the school and teachers foster the

development of personal and social skills very effectively. The procedures for seeking pupils' views, often through informal class discussions or in Circle Time sessions, are effective because they are based on trust and mutual respect that stems from the very good relationships. Consequently, pupils are confident in expressing their views thoughtfully and sensibly because they know that staff give them serious consideration and act on them where possible. Pupils respond well to the opportunities offered to take responsibility.

Partnership with parents, other schools and the community

The school's partnership with parents and other schools is very good. The school's links with the community are good.

Main strengths and weaknesses

- Parents have very good views of the school because of the friendly ethos and their involvement in its life and work.
- Parental support at school and at home has a positive impact on pupils' achievement.
- The involvement of parents whose children have special educational needs is valued because it helps them make good efforts and achieve well.

Commentary

30. Parents have a very good opinion of the school and appreciate that it is a warm, welcoming place for their children to learn. They are pleased their children like school and make good progress because the teaching is good and staff expect them to work hard. They feel that the school offers a good range of activities and approve the good arrangements for new pupils to settle in. Parents are comfortable about approaching the school because there is mutual trust and confidence and most complaints are resolved effectively and sensitively. The school involves them by seeking their views in a number of ways such as questionnaires or discussion. A few parents raised concerns about whether bullying is handled well but the inspection team found no evidence to substantiate such views. The school operates an open door policy and keeps parents very well informed about school activities through newsletters or informal talk. It is also seeking to extend information on its website for this purpose. Annual school reports are of very good quality, give parents a clear view of their children's progress and include strengths and weaknesses, which parents are encouraged to discuss with class teachers.
31. Many parents are actively involved in school, very willingly giving support in class, for example by listening to children read and this has a positive affect on achievement. In the Foundation Stage there are parents helping every day, which gives them a better understanding of how their children are taught and they are better placed to help their children at home. There is a thriving Parent Teacher Association, and parents, including families from the local USAF base organise a variety of successful events. The funds raised are used thoughtfully to extend the range of learning opportunities and provide equipment for the school.
32. From the earliest contacts, the school works closely with parents and carers of pupils with special educational needs, valuing their involvement. They are fully informed of

their children's progress and are familiar with individual education plans so they can reinforce work and provide support. Thus pupils benefit well from the partnership between home and school. Although parents of pupils awarded a statement of special educational need do play a full and active role in the annual review of their children's progress, other parents have yet to be so well involved in reviewing their children's targets, but this is planned.

33. The school has developed its partnership with local schools effectively because this results in shared events and initiatives, including sports fixtures, that extend the range of learning opportunities and positively promote personal development. The transfer of pupils' information to partner schools is efficient and timely. The school's links with partner schools ensures supportive transition and the good links with pre-school providers contribute to the effective induction arrangements. There are many productive links with the local community, including local businesses, which enrich the curriculum provision and give pupils valuable insights into the wider world. Community use of facilities is valued, such as the training in ICT skills. Regular outside visits contribute well to pupils' learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The good leadership reflects the headteacher's firm steer to the school's work, which enables most pupils to achieve as well as they can. Management is good, reflecting the improved effectiveness of key staff. The school is governed well.

Main strengths and weaknesses

- The purposeful leadership of the headteacher, well supported by staff, provides firm direction for the work of the school but subject leadership roles need extending further.
- The effective teamwork is a great strength and the very good relationships result in most pupils behaving well and working hard to do their best.
- The leadership of the Foundation Stage is very good, ensuring that children make a good start and achieve very well.
- The good leadership of special educational needs ensures pupils have effective provision and achieve success.
- The school is clearly committed to effective self-review and has established a range of activities that contribute to the process.

Commentary

34. The headteacher has a clear vision and strong sense of purpose, combined with a determination for pupils to achieve as well as they can and attain high standards. The determination for all pupils to do well is underpinned by a focus on raising standards and overcoming a barrier to achievement. The school works with the constant challenge of a high turnover of pupils, which sometimes makes it difficult to secure children's success in learning the basic skills before they tackle the national tests. This year the situation seems better, with fewer pupils moving than is usually the case. However, staff are very aware of the difficulties and work hard to enable pupils to achieve as well as they can. Parents are appreciative of the efforts made by the school.
35. The headteacher encourages staff in their efforts for good achievement and receives their support. Consequently, all have the same aspirations for the pupils and

teamwork is strong. Since the previous inspection there have been changes of headteacher, deputy headteacher, staff and governors and the leadership has created a supportive team that is committed to putting pupils first. Because this is a school where every individual matters and is expected to do their best a positive atmosphere has been created that underpins the very good relationships between staff and pupils. The headteacher and new deputy are creating a good leadership partnership and have had much experience of working together on management issues since the deputy is not new to the school. The special educational needs co-ordinator and subject leaders strengthen this partnership. Good progress has been made in extending the role of the subject leaders since the last inspection. However, not all have yet had the experience of first hand monitoring of teaching and learning and this is planned to make them more effective.

36. Leadership of the school's work for children in the Foundation Stage is very good. The co-ordinator manages the school's provision very efficiently, and works meticulously to ensure there is high quality support for all children. The teamwork that exists between him and the teaching assistant, together with the regular parent helpers, is exemplary and every day the consistency of approach in support, guidance, assessment and extending children's learning is one of the main contributory factors to their very good achievement. Parents are real partners in their children's education and are keen to support them in school and at home; thus children are active, fast learners. In addition, the liaison and co-operative working with Year 1 leaves the Reception children well prepared for the next stage of their education.
37. Good leadership by the hardworking special educational needs co-ordinator ensures that the school's work is managed efficiently. She fulfils her many responsibilities thoroughly and is very alert to ways in which the school's provision can be improved and her role developed further. Providing very considerable support to each of her colleagues as together they regularly review each child's progress and set new individual targets, she has a clear insight into the achievements of each child. Her work is influenced by the headteacher's strong sense of purpose, which is based on a determination to understand each pupil's needs and provide them with opportunities and facilities that help them achieve as well as they can.
38. The management of the school is good because it has developed a more rigorous approach. It is organised efficiently and reflects on good management practice elsewhere. Essential functions are covered efficiently and staff work with a common purpose and clear understanding of the procedures that ensure that the school runs smoothly on a daily basis. Strategic planning reflects the school's ambitions and goals and the school selects and uses intervention strategies effectively. Of interest is the introduction of 'Building Learning Power' and 'Assessment for Learning', which has accelerated the progress of some pupils who exceeded their attainment targets. An understanding of how well the school is doing has enabled managers to contribute effectively to the school review. The headteacher leads the monitoring of standards and overall school performance, keeping the governing body updated. Consequently, they now have a better understanding of how well the school is doing within the national picture. Performance management has been implemented well and individual targets are linked to priorities in the development plan. Staff are clear about their roles, responsibilities and personal objectives and know there is guidance, support and relevant training available. Staff training has been particularly effective in ICT. The school's view that funds spent on national training failed to improve their teaching resulted in better training by the ICT subject leader and previous deputy head. His

demonstrations and willingness to work alongside colleagues have made teachers more secure in teaching that subject and capitalised on the skills of a specialist.

39. The budget and finances are now well understood, with regular reporting to governors to keep them properly informed. Governors and staff have a good understanding of the principles of best value and the need to equate standards, achievement and the quality of education to the budget they all manage. There was a financial problem in the year 2002 -2003 with respect to staffing and the local authority agreed to a transitional support grant, subject to certain conditions. This will ensure a balanced budget by 2006 when the system for financing schools will change and all schools will start from a 'level playing field'. A maintenance budget was set for this year and funds set aside for current staffing levels, building maintenance and annual lease for computer hardware. However, minimal funds are available for resources and supply cover for course obligations arising from performance management objectives. Workforce reform, which was at a standstill owing to the lack of finance, is now progressing. Governors have had to make some difficult decisions. Considerable care has been taken together with consultation with staff and governors to reach a balance between retaining stability and bringing in new ideas from which both pupils and staff can benefit.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	436,317	Balance from previous year	19,581
Total expenditure	460,488	Balance carried forward to the next year	-4590
Expenditure per pupil	2,587		

40. The total balance of £19,581 in the above table arose from the discovery of an account error and subsequently the school was refunded.
41. The governance of the school is now good. There is a new chair of governors who plays an important part in shaping the school's direction. The governing body is well organised, has an effective committee structure, promotes inclusion for all pupils well and has systems for policy-making and financial control. Governors are very supportive of the school, fulfil their statutory duties and have clear aims. Monitoring and evaluating are priorities for governors, who have undertaken training to improve their skills. Their interest in the curriculum was demonstrated well during the inspection because a governors open day, planned several weeks in advance, showed how well governors monitor the subjects in which they are interested, take an active part in working alongside pupils and discuss strengths and weaknesses with teachers. The pupils know them, talk readily about their work and relate to them very well. Training to extend and improve skills takes place at regular intervals and governors from other local schools are invited to join in to encourage consistent approaches in the schools serving this community.

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 overall, with some very good features. It reflects the very good leadership and teaching but the lack of outdoor provision for physical development makes this area less effective. Children are prepared very well for transfer to Year 1.

The Foundation Stage children are taught in the Reception class. The majority of children had spent one term in this class full time, with a younger group joining the class for the whole day just four days before the inspection began. There is a wide range of attainment when children start school and the teacher's assessments show that overall the majority have the skills expected for their age. However, the weakest area is skills relating to writing as many children cannot hold a pencil and find it difficult to make marks on paper. Some have had little time at playgroup prior to starting school. The very good teaching, extremely good teamwork involving the teaching assistant and parent volunteers, and well thought out programme of work are key factors in enabling children to achieve as well as they do.

The teaching of the Foundation Stage is consistently very good, resulting in very good achievement. The teacher is very skilled and has a good understanding of what children need to learn and how to teach it. Particularly effective use is made of the assessments for the Foundation Stage profile and both the teacher and the teaching assistant observe and note progress during lessons. This information influences how the adults plan activities for the next lesson so that each child's needs are catered for appropriately and all can achieve success. The excellent teamwork is a strong factor in how well children achieve; for example, in sessions dedicated to literacy and numeracy activities there are always three adults working with the children in a consistent manner. This is the result of the very good partnership with parents who are keen to help, and the skills and expertise of the teaching assistant. All adults support children's learning very effectively and the children love working with them. The leadership of the co-ordinator is very good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well because the teaching is very good and consistent.
- The very good relationships make children feel secure and happy.
- Adults are good role models and have high expectations to which children respond very well.

Commentary

42. Children achieve very well and most are already reaching the goals they are expected to reach in this area of learning by the end of the Reception Year. Most children are already familiar with routines and understand what is acceptable behaviour. The children settle quickly to tasks, behave sensibly and have very good attitudes to their work because they enjoy the range of practical activities provided. Occasionally, a slip in behaviour has to be improved but the children concerned listen carefully to the

teacher, willingly apologise and extend their understanding of what is socially acceptable. The adults provide a good example for children such as promoting mutual respect by encouraging them to listen to one another, intervening if anyone is laughed at and taking cultural differences into account. All adults give lots of encouragement because they want children to feel confident to try new things. In this they are successful because children tackle new routines and activities with enthusiasm. Because the staff encourage co-operation and perseverance, most children have a calm approach to their work even when tasks are difficult, such as making a circuit from batteries, bulbs and connecting wires. Careful attention is paid by staff to the progress of those with special educational needs or from ethnic minority groups to ensure they join in all activities and have the support they need to succeed in tasks. The adults are trusted and the children are eager to please. Many tasks are planned to promote co-operation, which encourages them to help one another, work in pairs and play together. Children are taught to take responsibility, particularly during snack time when they offer fruit and tidy up leftovers. They do this well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The well-planned programme of work extends children's language.
- The effective teaching of basic skills helps children with reading and spelling.
- Teaching assistants and parents support children's learning very effectively.
- Children are motivated to work hard and do their best because adults relate very well to them.

Commentary

43. Children achieve very well, including those with special educational needs because the teaching is very good. Most pupils will have reached the goals they are expected to reach by the end of the Reception Year. Many have already started to tackle the early National Curriculum work. When children start school the teacher puts an emphasis on providing opportunities to extend their use of language. Because the teacher emphasises mutual respect, children listen to one another and take turns to speak. They are encouraged to express themselves and the teacher listens to what they say, giving feedback in a positive manner. The imaginative area is a shop and is used effectively when adults are involved in this activity, because more talking and listening takes place and language skills are extended.
44. There is an appropriate emphasis on learning basic skills. Because the teacher is skilled and has a good understanding of what children need to learn and how to teach it, the children look forward to every lesson and find the work interesting. They are gaining confidence in matching the right sound to each letter because they learn letter sounds every day and this skill is taught in an enjoyable way. Children learn the skill of forming letters to write soon after they start school. They are taught how to hold a pencil and make the formation, which gives those with learning difficulties particularly good support. They use writing boards, which have been found to make it easier for them to control writing tools. The relaxed atmosphere and the fact that adults talk positively to children result in them knowing it is safe to make mistakes. Children know the difference between storybooks and fact books and, when asked, clearly

explain that a fact book is one 'where things really happen'. As they look at the '*My Body*' book they refer to the title, illustrator and author, even recognising the publisher. They expect to see a 'contents' page and look for the index, demonstrating how to use both these pages. They soon make sentences about the pictures they see such as 'the toes are very long' and then explain the need for a capital letter at the beginning. Adults assisting the teacher are very well directed and use their expertise effectively to reinforce and support children's learning. They are skilled at helping children develop ideas, persevere with tasks and extend talk and thinking.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children experience a wide range of practical activities to support their learning.
- Teachers are good at planning work that builds on what children have learned.
- The very effective teamwork is an important factor in children's achievement.

Commentary

45. Teaching is very good and children achieve very well, including those with special educational needs. All children are likely to reach the expected goals by the end of the Reception Year and many will go beyond this very soon and will work at the early National Curriculum levels. Already children are picking up the skills they need to start the National Curriculum, together with those for numeracy sessions so they have a taste of the learning they will have in Year 1. Lessons are well organised and lively because teachers plan activities that children find enjoyable and explain carefully what they have to do. Short, brisk oral sessions get children ready for the main activities including counting forwards and backwards or selecting numerals and putting them in order. Good use is made of time and there are no 'dead moments' during lessons so children move on rapidly. Those with learning difficulties are supported so well that they too move on quickly, but not quite as fast as others. Group activities that necessitate co-operation maintain their interest and children recognise, write, and order numbers easily. They are already acquiring the skill of 'adding one more' and explain this to any adult who will listen. Although the class teacher checks the progress of the groups working with other adults, there is such stimulating teaching from them that he finds children have made good progress and are at the stage expected. The very good pace enables the lesson to move on yet again to independent work that extends children's skills in the addition of numbers and builds on previous learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The very good teaching enables children to achieve very well.
- A good range of interesting activities are planned to extend learning.
- The effective teamwork is enabling children to make particularly good gains in knowledge and skills needed for science and ICT.

Commentary

46. All children are achieving very well and most will at least reach the expected goals by the end of the Reception Year. Many are starting to go beyond this in scientific and technological experiences. A very wide range of activities is planned to extend children's knowledge and understanding of the world around them. The teacher plans topics that enable the children to explore and investigate, design and make, raise their awareness of a sense of time and place and talk about events and beliefs related to

their own culture and that of others. For example, they talked about model making from food packaging and made concertina books about how they can use their hands. There are regular opportunities to find out about and identify the uses of everyday technology using computers to support their learning in class. The consistency of approach by teacher and teaching assistant works particularly well and this was very evident in lessons with a science focus and for whole class teaching of ICT. The perseverance and concentration of a small group investigating batteries, bulbs and wires resulted in an understanding that power flows through wires from battery to bulb making a circuit. Because the teacher worked alongside them and constantly posed questions to make them think they could eventually respond with “If I do this – this happens and that’s because” showing very good achievement. In an ICT lesson the teaching assistant undertook the same role as the teacher, constantly supporting children, particularly the slower learners, but all demonstrated a good knowledge of the computer software using, *brush*, *pencil*, *eraser* and *fill* icons to create pictures of ‘mum’ and ‘dad’. The teacher’s demonstration, using the interactive whiteboard, succeeded in extending pupils’ skills to use the text box to record their name. Printed efforts were particularly good.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Teaching is good and activities are well planned for children to extend their physical skills.
- The outdoor area lacks appropriate resources, particularly for physical challenge.

Commentary

47. Children are achieving satisfactorily because the teaching is good and lessons are planned to make the best use of resources available to extend the range of skills needed for physical development. Good use is made of the hall in raising an awareness of space and developing control and co-ordination in movement. Good attention is paid to safety when children are encouraged to help staff with equipment, but it is not suitable for this age and children would be better served by equipment for climbing and balancing outdoors to refine their existing skills. The school recognises that the outdoor area requires development and has put plans in place to remedy this in the near future. Indoors the situation is better. Manipulative skills are improving and children extend their control of pencils, scissors and paintbrushes and learn to manipulate materials and objects such as when making shadow puppets. Despite the difficulties, the good teaching is enabling children to develop many skills satisfactorily and most will reach the goals expected by the end of the Reception year.

CREATIVE DEVELOPMENT

48. Too few activities were seen in this area of learning to make a judgement about provision, standards or teaching and learning. The teacher plans a range of interesting activities to extend learning; for example, children explore colour, shape and texture and their efforts are displayed. Children experiment with musical instruments as they explore sounds. All love singing, memorise songs and actions and are learning to use percussion. Children are often inspired by stories and in the

one lesson seen with a focus on music, the very good teaching resulted in children recognising how sounds are made, following fast and slow beats and controlling instruments to play quietly as an accompaniment to the story. Opportunities for role-play in the imaginative area are used well because children find it attractive and choose to play there.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils reach high standards in national tests.
- Because of good teaching, pupils make better than expected progress in their literacy lessons and achieve well.
- Pupils' literacy skills develop well through work in other subjects, bringing purpose to their learning and contributing well to good standards.
- Pupils know how well they are learning and this helps them to do better.
- Very knowledgeable subject leadership motivates changes that improve performance.

Commentary

49. Although results fluctuate yearly, in the 2004 national tests, the Year 6 pupils reached standards that were well above the national average for their age, exceeding the targets set for them and with a third reaching the higher level. This is the same picture as at the last inspection. However, there are indications that in the current Year 6, national comparisons will not be as high in 2005 because of the number of pupils with specific learning needs in the smaller year group. At Year 2, the 2004 national test results show standards are above the national average in reading and well above the national average in writing, maintaining the good standards of the previous year and showing good improvement from the last inspection.
50. Inspection findings from lessons and written work indicate that standards in the current Year 2 are better than expected for the pupils' age, particularly in reading and some aspects of writing. Higher attainers write imaginative well-structured stories but punctuation is not yet secure for some pupils. By Year 6, overall standards are better than those expected for the pupils' age. This is very evident in Year 5, and in Year 6 the samples of writing reflect the wide range of abilities but higher attainers are achieving particularly well in some aspects of their writing at this stage in the year. There are no significant differences in the achievement of boys and girls.
51. The good teaching results in good achievement for all pupils whatever their capabilities. For those pupils with special educational needs, the effective partnership between the teachers and skilled teaching assistants results in appropriately matched tasks, clear individual goals and very competent support in building pupils' confidence in their own abilities so they succeed well. A small group of pupils in Year 5 benefit from the further literacy support programme. Teachers make very good links between reading, writing and speaking and listening so that no skill is learnt in isolation. In a good lesson built imaginatively around an extract from Ted Hughes's novel "*The Iron Man*," pupils in Year 4 were actively involved as they followed the text with rapt attention, read fluently and expressively, reasoned their ideas clearly and followed the author's descriptive qualities to successfully enhance their own good quality writing. The calm learning atmosphere created by the teacher increased pupils' self-esteem in sharing and explaining their ideas and in writing effectively. As teachers expect high standards of presentation, most pupils take a pride in their work, with many older pupils developing a consistent fluent joined writing style. When standards are not as

good, pupils' personal targets focus attention on improvements needed. Spellings are consistently well taught and the school's own programme ensures each pupil has secure skills before moving to the next spelling pattern or rule.

52. Pupils of all ages understand exactly how well they are doing and how they can improve their work because lessons start with sharing and discussion of the objectives and they understand what they have to do by the end of the lesson. In addition, their own reading and writing targets, their progress recorded on individual target sheets and the good written comments on their work assist them in understanding what is working well and where further improvement is needed. Most pupils have good attitudes to their work, enthusiastically taking part in whole-class sessions and appreciating the interesting activities that move learning on quickly. Because of their active involvement in their learning, most pupils become confident and responsive speakers and listeners in different situations, not just in literacy lessons but also, for example, in science discussions as they plan their investigations.
53. The leadership of the subject is very good. Successful merging of the dual responsibilities of subject leader and headteacher provides a unique overview of the standards achieved in English. Tracking pupils' progress provides information about whether pupils are doing as well as they can and to take any necessary action to raise standards. Following an analysis of pupils' reading results, there was a school focus on improving their understanding of texts, particularly how authors use words to imply meaning. This is proving beneficial. The effectiveness of the daily guided reading is being monitored. Reading materials are regularly reviewed and additions made to the extensive range of narrative books for children's choice in the fiction library. However, the subject leader has identified the non-fiction library as needing urgent attention – to replace outdated books and widen the selection for pupils' research.

Language and literacy across the curriculum

54. It is a strength of the curriculum that pupils' literacy skills are so well combined with their work in other subjects that learning takes place simultaneously, particularly where research, opportunities for creating longer pieces of writing or discussion are used. Reading and ICT are closely linked when research is involved, for example in history or science, or as older pupils communicate information using their publishing skills. Focusing on developing writing skills in science is a school priority so that the style of factual or report writing is developed in the context of the science. A group of younger children worked with the teacher to record the results of their tests to find the best materials to keep a bear warm. Drama activities, such as 'hot seating', literacy, religious education and history bring a different dimension to learning.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Good teaching with well-structured lessons helps pupils achieve well.
- Most pupils show interest in the subject, enjoy lessons and work hard.
- Pupils with special educational needs achieve well because they are well provided for.
- The challenge offered to older higher attaining pupils is less demanding than it should be.

Commentary

55. In the 2004 National Curriculum tests almost all Year 2 pupils reached standards at a level expected for their age and almost half reached the higher level. The pupils' performance showed a considerable improvement on the previous year and the trend of improvement was higher than the national trend. By Year 6, pupils' performance in national tests showed some improvement on the previous year but a fifth did not reach the standard expected for their age and despite the fact that almost a third reached the higher level, this was similar to that achieved in all other schools. When compared with similar schools this result is good. However, the school did not meet its 2004 statutory targets.
56. Inspection findings show that although the provision for this subject is satisfactory overall it is better in Years 1 and 2 because the quality and quantity of work the pupils produce is high and their achievement is good, irrespective of gender. In lessons and samples of written work, standards are in line with those expected by Year 2 with a significant percentage doing better than this and reaching higher standards. They do well in all the areas of number work, handling numbers to 100 and beyond with confidence and accuracy, using both mental and more formal written methods. They are equally successful in their work with shape, space and measuring, and recognising and understanding the characteristics of common two and three-dimensional shapes. Pupils are learning to solve problems but this aspect of mathematics is not as strong as others.
57. In lessons and written work standards in Year 6 are as expected for the pupils' age. The satisfactory provision in Years 3 to 6 reflects that although sometimes the quality of work produced in some years is good, overall it is satisfactory. The quantity and range of work undertaken does not increase with the age of the pupils to the degree that might be expected and the challenge provided for the older, potentially higher attaining pupils, is less demanding. This is one result of the setting of pupils into broad ability groups for mathematics. This structure provides a natural challenge for the younger, mathematically adept pupils who strive to do as well as their older peers, but there is not the same natural challenge for the older pupils. The extension work provided for them does not engage and excite them enough to ensure that all who can achieve high standards do so.
58. Overall, the teaching is good. Teachers have a good knowledge of the subject and of how to teach it effectively. As a result many pupils achieve well. The tasks pupils have to undertake are explained clearly, and both the teachers and teaching assistants, who are carefully briefed, provide effective support for learning. The pupils have a good understanding of how well they are learning because teachers share with them the objectives they have for each lesson, and check with them how well they have succeeded at the end. Although most pupils achieve as well as they can, in some lessons teacher expectation was too low for some of the older higher attaining pupils who could have done harder work. Teachers ensure that pupils with special educational needs, some of whom are identified as requiring special help with mathematics, are supported well and achieve success. Although teachers use approaches advocated in the National Numeracy Strategy, the work is also supported by commercially produced textbooks. This occasionally produces mechanical rather than thoughtful responses from the pupils, especially when looking at ways to use mathematics in everyday situations.

59. Mathematics is well managed by a knowledgeable and hardworking subject leader. Governors are assisting her in monitoring mathematics, including the observation of teaching, so that they have a good idea of the standards and what action is required to improve these further.

Mathematics across the curriculum

60. Mathematics is used satisfactorily in other areas of the curriculum, for example in recording data in science, or in geography when mathematical skills are used in the recording of appropriate information, especially in connection with weather recording. Increasing use is being made of mathematics in ICT.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- Pupils have good attitudes to science, reflecting their enjoyment of practical tasks and opportunities to find things out for themselves.
- Good teaching of the vocabulary of science encourages pupils to use the correct terms with understanding in their own work.
- Some tasks do not extend the understanding of the higher attaining pupils.
- The recent emphasis on scientific enquiry is helping pupils to improve their investigative skills.
- Literacy skills are used effectively to support learning but numeracy skills are not used so well.
- The subject leader lacks opportunities to monitor first hand how well her subject is taught.

Commentary

61. By the end of Year 6, the 2004 national test results are just below those found nationally but show some improvement after several years of falling standards when compared to other schools. These most recent results show that fewer pupils reached the higher level than other schools nationally and a higher proportion than normal did not achieve the level expected for their age. Inspection findings from lessons and samples of recorded work show that because the teaching of factual information is thorough, pupils achieve well and standards are in line with those as expected for pupils' age and ability in the current Year 6. This is a similar picture to that at the time of the last inspection. Significant changes have been made to the way science is taught in order to improve standards, for example, increasing teaching time in Years 3 to 6 and placing greater importance on the development of enquiry skills – both too recent for an impact to be seen on results. The 2004 teacher assessments at the end of Year 2 show standards were well below those expected at this age, although a significant number did better. No Year 2 lessons were seen during the inspection but samples of their written work indicate that many pupils do well and reach typical standards for their age. Samples of work for both Year 2 and Year 6 indicated a weakness because there is not enough challenge for higher attaining pupils to extend their understanding.

62. Teaching is good overall and most pupils make good progress, including those with special educational needs, who are fully included in discussions and activities. Pupils in Years 1 and 5 achieve particularly well and do better than expected for their age because the teachers have high expectations and challenge them with searching questions. A calm atmosphere for learning pervades most lessons but when pupils find it harder to concentrate in whole-class discussions, their scientific knowledge is not extended. Teachers plan practical, hands-on activities well and pupils enjoy them, which extends their personal qualities very well. Now they co-operate in decision-making and respond very positively to the teachers' guidance, willingly sharing ideas in discussions, knowing their opinions will be valued, which is a good improvement since the last inspection. Planning is better, and the subject is now taught to separate year groups so that progression in learning extends through the school. New assessment activities provide better information about pupils' learning, and help them keep track of their own progress. Marking comments are more effective because pupils know how well they are doing and how to improve their work. Teachers make effective use of pupils' literacy skills to support learning through writing reports, labelling or recording predictions and results. Factual information and the correct definitions of scientific terms are securely taught. In Year 3, pupils talk confidently about the *compression* of springs, whilst in Year 5, pupils correctly define *evaporation* and *condensation*. However, numeracy skills are not used so well. Accurate measurements are made, but the range of methods is limited with insufficient opportunities for pupils to analyse or compare results. Insufficient use is made of ICT skills for logging, representing or comparing information in investigations.
63. The subject leader manages her responsibilities satisfactorily. Although some leadership and management tasks are good, her role does not yet encompass monitoring the quality of teaching and learning in the classrooms.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- The improved facilities are having a positive impact on pupils' progress.
- Good account is taken of developing relevant work that is linked to other subjects.
- Some accommodation restricts opportunities for pupils to practise ICT skills and sometimes pupils achieve less well in large classes when teachers lack the support they need.
- The subject leader understands what needs to be done to raise standards.

Commentary

64. Pupils' capability has improved since the last inspection and the lessons and samples of work showed better standards than expected for the pupils' age by Year 2 and Year 6. There was no significant difference in the achievements of boys and girls. Overall, the achievement of pupils is good, including those with special educational needs because lessons are organised for pupils to work in pairs and those with good capability assist slower learners. Some pupils' achievement is better and they show sophisticated skills when using computers and programs. In those lessons where teachers inspired and challenged pupils their achievement was very good. As they worked they talked with enthusiasm, for example about how to develop a design or

select an icon, which would help improve their work. This policy of using common programs helps pupils to build up skills progressively, for example, work showed confident use of word processing and drawing programs. Progress is maintained as children move through the school so that by Year 6 most children use computers competently to research websites, produce multimedia presentations and word process. When pupils share access to a computer, they collaborate well because relationships are very good and they are interested in their work. The slower learners improve by working with those more skilled who can help them if they get stuck.

65. Teaching and learning are good. Lessons are usually varied and stimulating, which keeps pupils interested. There have been considerable improvements to resources, accommodation, teachers' skills and confidence since the last inspection; these are significant factors to the improved achievement, the improving standards and the progress, which is now good. At the last inspection, teacher expectation was uneven but that is not the case now and in all classes pupils are expected to work hard and use the time available as profitably as they can. ICT is now a part of everyday life, with at least one computer and printer in every class connected to the school network with one exception, which is the Year 2 class. This is the only class not part of the main building and although networking is laid on there is insufficient space for a computer so these pupils lack such a facility during normal lessons. The positive contributions of teaching assistants helped pupils learn and their assessments made during lessons were later shared with the teacher. The large size of some classes restricts pupils' achievement in some lessons, for example when the lack of a teaching assistant to check progress made it more difficult for the teacher to move on as quickly as she wished.
66. The subject leader has been the driving force behind the considerable improvements to resources and wants to extend their use even more. Other important factors in the subject's development have been the progression of skills that are built on systematically for pupils and technical support for staff to extend their familiarity in using new software and consequently improving confidence.

Information and communication technology across the curriculum

67. Pupils have only had access to personal computers since 2002 and the school's use of ICT in other subjects is developing well. Since the last inspection, teachers are making good use of ICT skills in other subjects overall. Instances of links with literacy, mathematics, science, geography, history and art were recorded. However, there is room for improvement in such subjects as science. Increasingly, pupils are using research from the Internet to help them discover salient information. In these ways they are extending their understanding of the relevance of technology in other areas of learning. In particular, the digital camera is used well to record work, such as models in design and technology.

HUMANITIES

Too few lessons were seen in geography and history to make a judgement about the overall provision, standards or teaching and learning in either subject. These subjects were only sampled but there is a full commentary about religious education.

68. In **geography**, the work is carefully based on suggestions from the national Qualifications and Curriculum Agency as well as the National Curriculum to ensure that pupils receive a wide range of learning opportunities. Currently the planning is based on a two-year cycle of studies in which geography has blocks of time alternating with history. There is a sound balance between information about local British geographical features or overseas locations such as Mexico and the development of geographical skills such as map-work, the use of globes and atlases and environmental issues. The study of Cumbria as a contrasting location to Norfolk is given extra realism through the residential visit made by Year 6 pupils. Other, less ambitious and smaller scale visits enrich the younger pupils' experience. The school makes effective use of its American pupils and parents to deepen geographical understanding of where the visiting pupils normally live. Good and increasing use is made of ICT to support geography. Attention is also paid to the use of correct geographical terms, and mathematical skills are used in the recording of appropriate information, especially in connection with weather recording. The studies of localities overseas introduce the pupils to a range of different cultures, and contribute significantly to their cultural understanding. In the one lesson seen, teaching was satisfactory and well based on previous learning. The new subject leader's recent audit has resulted in review and revision of the policy and scheme of work and purchase of some resources to an adequate level.
69. **History** is clearly planned within the topics taught in Years 1 and 2 and the periods of British and world history studied in Years 3 to 6 so that pupils' historical skills and understanding, such as finding out about events of the past, are built upon as they move through the school. Strengths of the work in history are the considerable links made between this and other subjects, particularly ICT and literacy. Older pupils' research about Victorian Britain using the Internet and eventually preparing a PowerPoint presentation is one such example, whilst in Year 2, pupils carefully retell the sequence of events of the life of Guy Fawkes through their writing. In the one lesson seen, teaching was good and illustrated the effective use of research skills by pupils in Years 4 and 5, who were keen to read and find out for themselves about aspects of life in Tudor times before presenting their information to the class. A high level of interest results from good teaching that promotes pupils' sense of chronology, skilfully introducing the differences and similarities between those times and many aspects of the children's own lives, and recognises the familiar local Tudor buildings. Visits, such as that to True's Yard and the old fishing area in King's Lynn, bring history alive. The resources are barely satisfactory and have to be supplemented by loaned artefacts.

Religious education

Provision in religious education overall is **satisfactory**.

Main strengths and weaknesses

- Provision in Years 1 and 2 is good, and, by Year 2, pupils reach standards that are higher than those usually expected for their age.
- In Years 3 to 6, pupils do not do enough written work and there are gaps in the planned work.
- Teaching is generally good and imaginative lessons maintain pupils' interest.
- The subject makes a good contribution to pupils' personal development.
- Good use is made of literacy to support religious education.

Commentary

70. By the end of Year 2, pupils reach standards in both learning about and learning from religions which are higher than those normally found among children of this age. They have a good understanding of Biblical material, for example writing their own versions of the Ten Commandments and demonstrating a good knowledge of buildings used for worship such as the Sikh Gurdwara, as well as being familiar with the features of the local church. Pupils' achievement in Years 1 and 2 is good. By the end of Year 6, pupils reach standards in those topics that have been studied which are clearly higher than expected for pupils of that age. However, in some classes the amount of written work is less than expected. This means that standards in some aspects of the subject are significantly reduced so that overall standards at the end of Year 6 are only satisfactory. The pupils' understanding of religious ideas is often good, such as their study of jealousy through the story of Cain and Abel. Their study of texts from the Gospels, undertaken in association with literacy, is good. However, attempting to provide for the study of five major religions as well as Christianity, whilst having significant gaps in the provision of time for the subject, results in some confused and shallow understanding of topics only touched upon. Nevertheless, pupils' achievement in Years 3 to 6 is satisfactory overall.
71. The teaching throughout the school is mainly good. Teachers demonstrate a good understanding of the subject and considerable talent in presenting the work imaginatively and with sensitivity. The planning of lessons is good and makes proper provision for the full range of abilities and personal background in each class. Good support is provided where required for the pupils with special educational needs. Teachers pay close attention to pupils' personal development, ensuring that religious education plays a very significant role in the provision for spiritual, moral, social and cultural development. The teaching about religions other than Christianity includes examples of artefacts, art, music and dance as well as stories from the different faiths and cultures. This serves to broaden considerably the pupils' experience of cultures other than their own. The teaching of religion is also supported by the carefully prepared acts of collective worship to which pupils refer in lessons.
72. There is good leadership of the subject by a recently appointed, energetic and effective subject leader. Good improvement has been made since the last inspection. Improved assessment of the subject is supported by examples of work of different standards provided for staff by the subject leader.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in design and technology and music and few lessons were sampled in art and design so no overall judgement is made about provision, standards or teaching and learning in these subjects. There is a full commentary for physical education.

73. In **art and design**, pupils enjoy a wide range of experiences and there are indications that the school values this subject and provides well for it. The samples of work show pupils use a good range of resources to develop their skills, learn new techniques and communicate ideas. The use of ICT skills is particularly effective and children use

these skills well from when they start school through all classes. Pupils have a good understanding of 'Colour Magic' software. In the two lessons seen, teaching was good and pupils achieved well. In both classes, the tasks were explained clearly so pupils understood what they were expected to achieve by the end of the lesson. Effective use was made of demonstration by teachers to extend pupils' understand of techniques and use of media. In Year 1, good use was made of Van Gogh's work to understand texture and the teacher had created her own oil paintings in the same style for children to feel texture. In the Year 2 lesson, a very good link was made to geography because pupils had been learning about Mexican mask-making. In this lesson, which focused on pattern, the pupils made their own masks in the style of those made in Tocuaro. Again, good demonstration of techniques raised awareness of how materials could be used and there was great enthusiasm; pupils could not wait to begin.

74. In **design and technology**, displays of work show that pupils of all ages create well-finished products as a result of design projects and the interest these generate. Pupils in Year 3 described winding mechanisms and have really enjoyed designing and making their own ideas, ranging from car winches and cranes to a drawbridge that clearly showed a good understanding of how the device operates in a wide range of everyday situations. An essential part of the work of older pupils in Years 4 and 5 has been to adjust designs when ideas do not quite work in practice, as when they made moving vehicles using their developing knowledge of axles. The two-year cycle of work plans a full range of experiences that uses practical skills in working with a wide range of materials within the projects each term. Each project includes the full design and making process. This, together with opportunities for all pupils to follow their own designs, is a significant improvement since the last inspection. Effective use is made of skills and understanding learnt in other subjects such as science and literacy. For example, brightly decorated finger puppets were designed and made by pupils in Year 1 from their own simple labelled designs. The subject leader provides sound leadership but still has to include the monitoring of teaching and learning in this role.
75. In **music**, pupils enjoy a range of experiences. The school values this subject and wants to make better provision for it. Standards in singing were high at the last inspection but are only satisfactory at present. The school lacks a specialist; there is no subject leader and the headteacher keeps an overview of the subject. All teachers teach this subject but none are musicians and they rely on the support of the CD player and radio broadcasts. Although all elements of music are taught, composition is not taught in depth but pupils are now learning musical notation. The school expressed concerns that standards are not as high as they were and consequently the subject is a priority for development this year. In addition, there are plans to recruit a part-time specialist teacher of music to extend learning opportunities for pupils and extend staff skills. The headteacher has made good efforts to maintain pupils' interest in the subject by taking part in teaching herself. In addition, she has learned how to teach guitar skills that enabled pupils to perform music with four different parts. The playing by pupils, recorded on CD, was good and is evidence of what can be achieved by teachers who are not musicians.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils achieve well in a range of physical activities.
- A good range of support from the community extends the range of learning opportunities.
- The small hall hampers energetic activity in large classes.

Commentary

76. Lessons were only seen in gymnastics and dance and overall the standards by Year 6 were as expected for the pupils' age which is the same as at the last inspection. The exception was Year 1, where standards were better. Additional evidence from competition results in games and cross-country events suggests that standards in those areas are at least satisfactory and in many cases good. The proportion of pupils gaining at least the minimum standards in swimming is good. Overall, pupils' achievement is good, including those with special educational needs, and in some cases, because of the wide range of opportunities for sport and other physical activities, very good, as competition results indicate. There are successful teams for major sports such as football, netball, cricket, cross-country and the school does well in competitions held within the cluster of primary schools.
77. The teaching of physical education is satisfactory overall and sometimes very good. Lessons are planned well because teachers have a well-balanced scheme of work that builds on skills. They are confident and enthusiastic and activities keep pupils interested. The teachers' assessment of lessons influences what they teach next and helps them keep tabs on progress. In the very good lessons teachers used their good knowledge of the subject effectively and had high expectations. The exceptional handling of those with special educational needs ensured that all achieved success and good learning was maintained. A strong feature of the good provision for the subject is the range of clubs supported by staff and a good deal of voluntary support from talented and experienced governors and friends of the school, for games such as soccer and cricket. In some lessons with larger classes, undertaken in the hall, energetic activity had to be limited because of cramped conditions. An enthusiast who is keen to see high standards in all aspects of work leads the subject very well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Only one lesson was seen in this area of the school's work and no judgements are made about overall provision, although the subject features well in the curriculum.

Commentary

78. The school plans well for this aspect. Provision for personal development is an important part of the school's work and is securely established by teachers' high expectations of good behaviour, mutual respect and the formation of trusting and secure relationships. Because pupils trust teachers they talk openly about their concerns and successes. They feel confident to take part in discussions, ask questions about what they have not fully understood and give an opinion when requested. A good teaching programme is in place and activities include sex and relationships education, the need for a healthy lifestyle, the misuse of drugs and what to do to keep safe. In the lesson seen a Circle Time activity was taking place and good teaching emphasised the need to listen carefully to one another and respect all views. Teaching in other subjects, such as religious education, English and science supports this aspect very well.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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