

INSPECTION REPORT

THURLTON PRIMARY SCHOOL

Thurlton, Norwich

LEA area: Norfolk

Unique reference number: 120860

Headteacher: Mr Imant Ladusans

Lead inspector: Mr Dennis Maxwell

Dates of inspection: 10 – 12 January 2005

Inspection number: 268112

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 – 11
Gender of pupils:	Mixed
Number on roll:	102
School address:	Church Road Thurlton Norwich Norfolk
Postcode:	NR14 6RN
Telephone number:	01508 548 318
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Appropriate authority:	Local education authority
Name of chair of governors:	Mr James Wright
Date of previous inspection:	22 February 1999

CHARACTERISTICS OF THE SCHOOL

Thurlton Primary is a community school and is smaller than most other primary schools. There are 102 pupils on roll and all the children come from White British or other White heritage families. The level of mobility is low. The socio-economic circumstances of the families with children at the school are broadly average. The proportion of pupils known to be entitled to free school meals is broadly in line with the national average. The proportion of pupils identified as having special educational needs is below the national average and two pupils have a Statement of Special Educational Needs. The children's needs relate mostly to social, emotional or behavioural difficulties, or to speech and communication. There is a fairly wide range of attainment amongst the children on entry to Reception and overall their attainment is broadly average. The school is involved in the Healthy Norfolk Schools and the Grab Five initiatives for a healthy lifestyle. The school has built a Classroom of the Future in the process of reorganisation from a First to a Primary School. This classroom has attracted widespread local and national interest because of its innovative design and use of ICT, and also because the school is partly heated through the generation of electricity from a wind turbine.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8798	Dennis Maxwell	Lead inspector	Mathematics Science Art and design Design and technology Information and communication technology Music Physical education Foundation Stage
32677	Brian Horley	Lay inspector	
12116	Christina Morgan	Team inspector	English Geography History Religious education Modern foreign languages Special educational needs English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is satisfactory. Recent initiatives are having a mixed but generally positive impact on achievement as teachers establish an appropriate balance of skills and expectation. Achievement is satisfactory through the school. Standards by Year 6 are average overall, although in English standards of writing are below average. The quality of teaching is satisfactory and is good in Years 2, 3 and 4. Here, lively and imaginative teaching strikes a good balance between opening children's minds and establishing basic skills. The quality of the curriculum is satisfactory. The headteacher bases his decisions on good educational principles and gives satisfactory leadership. Governance is satisfactory. The school offers satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in English are below average by Year 6 because the development of handwriting and spelling skills throughout the school and key objectives for writing in Years 5 and 6 are not addressed.
- The school's monitoring and evaluation procedures are not sufficiently rigorous to remedy weaknesses quickly.
- Standards in ICT are above average by Year 6 because its use is promoted in many lessons.
- Children have good attitudes and behaviour throughout the school, which helps their achievement. They have very good relationships with one another and with adults.
- Assessment procedures are not rigorous enough to accelerate pupils' learning, especially in Years 5 and 6.
- The level of care, welfare and guidance for pupils is good.
- Links with parents and the community are very good.

The school has changed from a First to a Primary school since the last inspection, so it is not appropriate to make a judgement on its change of effectiveness since then. The headteacher and staff have addressed the issues raised at the time of the last inspection so that provision in the Foundation Stage is now satisfactory and the governors ensure that all required policies are approved. Teachers have developed their role as subject co-ordinators and have begun to monitor provision but this is limited by the time given to formal monitoring.

STANDARDS ACHIEVED

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

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

Achievement is satisfactory. The children's attainment on entry to Reception is broadly average. Most children are on course to meet the goals set nationally by the end of their Reception Year, indicating satisfactory achievement and standards. Pupils in Year 2 entered Reception with below average language and mathematics skills; their achievement is satisfactory but standards of current work are below average in reading, writing, mathematics and science. The good teaching in Year 2 is having a positive impact on their achievement but more children than usual have learning difficulties. Pupils in Years 3 and 4 receive a thorough grounding in basic skills and achieve well in lessons, catching up on earlier weaknesses. Standards of current work in Year 6 vary but are broadly average and achievement is satisfactory. In English most pupils read fluently but standards of writing are below average because these skills are given insufficient time and attention. Standards in mathematics are average, although

the higher-attaining pupils are not fully challenged. Standards are average in science and above average in ICT, where pupils have good opportunities to use the innovative facilities.

Results of the Year 6 2004 national tests should be treated with extreme caution because it was a very small year group and many other children had left the school during the period of reorganisation. Standards were well above average in English in relation to pupils' prior attainment when they were in Year 2, above average in science but in the lowest five per cent nationally in mathematics. At Year 2, attainment was average in reading and writing in 2004, and was well above average in mathematics. The upward trend in standards at Year 2 is above the national trend; at Year 6 the change to a primary school is too recent to allow a trend to be indicated.

Pupils' personal qualities, including their spiritual, moral social and cultural development are good. Their relationships together are very good, for example in the way older children act as friendly tutors for younger ones in ICT, which has a strong impact on achievement. Pupils have good attitudes towards school and usually take a good interest in their tasks. Behaviour, attendance and punctuality are good and help the good learning ethos.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education, with some good and some weaker features. Provision for pupils with special educational needs is satisfactory and the teaching assistants give identified children sensitive support. **Teaching and learning are satisfactory overall.** Teaching and provision in the Foundation Stage are satisfactory; planning, assessments and teaching arrangements have improved there. Teaching in Year 2 is good, so that pupils are active in their learning. It is also good in Years 3 and 4, where thorough teaching, purposeful discussions and positive assessments have a strong impact on pupils' learning. Teaching in Years 5 and 6 is of mixed quality, so that pupils' learning is variable. In some lessons lively demonstrations and practical activities promote good learning. However, marking practice is weak; too many of the same tasks are set for all groups of pupils; and in general, insufficient attention is given to building pupils' skills progressively over time, so that writing is under-developed and higher-attaining pupils are not always extended.

The school provides a satisfactory curriculum, other than for writing at Years 5 and 6, and good opportunities for enrichment. The new classroom of the future, with high quality design and ICT features, encourages experimental learning styles but the impact has yet to be evaluated. Pupils receive a good level of care and guidance; their views and ideas about school life are taken into account well. The partnership with parents and the community is very good and has a strong impact on pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher gives satisfactory leadership overall. He works hard to create good conditions for learning for the pupils and the Year 5/6 classroom is a very good example of forward planning. This project has required very substantial time and effort, taking attention away from other pressing priorities. For example, the school's monitoring procedures are not fully effective in ensuring that identified weaknesses are corrected. Subject leaders give satisfactory support and direction. Members of the governing body are highly committed and ensure that the school meets statutory requirements. They provide satisfactory governance.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a very good opinion of the school and give strong support. They feel their children enjoy school, behave very well and make good progress. Pupils like school and are actively involved in making decisions.

IMPROVEMENTS NEEDED

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

- Improve the quality of writing, giving sufficient time and attention to skills.
- Ensure that the quality of teaching and learning is consistently good through the school.

- Improve whole-school assessment procedures, including the marking of pupils' work.
- Establish rigorous monitoring and evaluation procedures, with regular reports to governors.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is satisfactory overall through the school and stronger in Years 2, 3 and 4 than in Years 5 and 6. Children are on course to meet the goals children are expected to reach by the end of Reception. The inspection finds that standards are below average by Year 2 and broadly average by Year 6.

Main strengths and weaknesses

- Standards in English are below average by Year 6 because handwriting and spelling skills are not given enough attention and in Years 5 and 6 key learning objectives for writing are not being addressed.
- Standards in ICT are above average by Year 6.
- Pupils achieve well in Years 2, 3 and 4 because teaching is good, but only satisfactorily in Years 5 and 6 owing to inconsistencies in the quality of teaching.

Commentary

1. In the Year 2 national tests of 2004, standards were average in reading and writing in comparison with both the national average and with standards in similar schools. Standards in mathematics were well above average, since many more pupils gained Level 2A or exceeded the expectation than nationally. As a small school, the three year average gives a good guide to performance, and this shows that between 2002 and 2004, pupils were around one term ahead of the average. The trend in performance over the past four years is above the national trend, indicating strong teaching in Year 2. However, results vary from year to year, and the inspection finds that the pupils' performance in the current Year 2 is below average in English and mathematics.
2. The results of the Year 6 2004 national tests should be treated with extreme caution because it was a very small year group and many children had left the school during the period of uncertainty with reorganisation. Standards were well above average in English in relation to pupils' prior attainment when they were in Year 2, above average in science but in the lowest five per cent nationally in mathematics. At Year 6 the change to a primary school is too recent to allow a trend to be indicated. The school has set ambitious targets for 2005 which are unlikely to be met without improving teaching and the balance of the curriculum at Year 6.

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

Standards in:	School results	National results
reading	16.3 (17.8)	15.8 (15.7)
Writing	14.8 (17.1)	14.6 (14.6)
mathematics	17.5 (17.8)	16.2 (16.3)

There were 21 pupils in the year group. Figures in brackets are for the previous year.

3. Children in Reception achieve well in their personal development and satisfactorily in all other areas of learning, although early handwriting skills and letter sounds are not developed well. A few children have good early language and mathematical skills, and express their ideas clearly in full sentences. A few children also have some delayed learning or find social interactions difficult. In these cases adult support is sensitive but firm. Children with special educational needs are given very good support. Most children respond well to the clear

routines and class organisation. They are keen to take part in activities and talk happily with friends and adults about their tasks. Most children are on course to meet, and a few to exceed, the goals children are expected to reach by the end of Reception.

4. Pupils' achievement is satisfactory in Years 1 and 2. The current Year 2 pupils entered Reception with below average skills in communication, language and literacy. Standards of current work in Year 2 in English are below average in reading and writing. Their previous work indicates that skilled teaching has enabled them to make good progress in the first term of this year from a low starting point and that the majority of pupils are on track to reach the expected standard by the end of the year, but few to exceed it. Most pupils write in simple sentences using a very restricted vocabulary. Standards in mathematics are also below average since few pupils have a confident grasp of early number skills. No Year 2 science lessons were taking place during the inspection. Pupils' previous work indicates they have varied practical experience of investigation and that standards are below average. Standards in ICT are average. Pupils benefit from the experienced teaching as well as good facilities, so that they are making good gains in a range of skills. Standards in the other subjects are broadly average. Most pupils take a lively interest in discussions and the higher-attaining pupils often express their ideas clearly with good reasoning but other pupils experience difficulty with recorded work.
5. Achievement is satisfactory in Years 3-6. Pupils in Years 3 and 4 are making good progress because good teaching challenges them and there is a strong emphasis on building skills progressively. The class teacher works creatively with the pupils to extend them in all subjects. The school's innovations with the 'Classroom of the Future' and the use of interactive whiteboards and ICT tablets across the curriculum have channelled time and energy to these matters at the expense, to some extent, of other work. The balance of time between the use of ICT and handwritten work is not yet adjusted for pupils to achieve well in all areas and, as a result, standards in English in particular have been affected. Pupils in Years 5 and 6 have been given very few opportunities by the teacher to write at length, so that standards in English are below average by Year 6. Standards of current work in mathematics and science are broadly average, although too often pupils of all levels of attainment are given the same work and the higher attainers are not extended. The expectation that pupils will do the same work, but at their own level, is not challenging pupils sufficiently at all times.
6. Standards in ICT exceed the expectation by Year 6. Pupils' frequent experience of using ICT across the curriculum, as well as specific tasks such as word processing and presentations, has resulted in good understanding. Most pupils have good keyboard skills and understand the functions of many features of the programs. Work in other subjects was sampled. Evidence indicates satisfactory achievement in these through the school with some variation, which matches the quality of teaching and the scheme of work being used. In physical education, for example, which is taken this year by the headteacher, pupils are gaining a good range of skills and control. In design and technology, pupils in Year 6 demonstrated excellent attitudes and behaviour as they constructed simple musical instruments and listened to the sounds each made. Several pupils offered good reasoning as to why the sounds were different. In art, pupils in Years 3 and 4 demonstrated a good developing understanding of how people's postures and stance in a painting indicated relationships.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are good. Pupils' attitudes and behaviour are good. Pupils' spiritual, moral social and cultural development is good.

Main strengths and weaknesses

- Attendance and punctuality are good, with pupils keen to come to school.
- Pupils are very keen to take on responsibility and contribute to the school community.

- The school is very effective in promoting good relationships throughout the school.
- The behaviour of pupils in class and around the school is good.
- Pupils' spiritual, moral, social and cultural development is promoted well.

Commentary

- Attendance at the school is above the national average. There are systems in place to monitor absence and take effective action to deal with any problems. Most pupils arrive punctually and, as a result, classes start promptly.
- There are many ways in which pupils can take on responsibility throughout the school and this encourages them to become mature and independent. For example, the class and school councils are working on the school's new behaviour policy. Around the school pupils are to be seen performing routine duties such as preparing fruit for the fruit tuck shop and helping adults at school lunch. They explained that this was important in making their contribution to the daily life of the school.
- Pupils are pleased to be at school and take an active part in the activities provided, both in formal classes and in the wide variety of clubs and other activities. Behaviour is good, both in classes and around the school. Many pupils had been given badges for good behaviour or hard work, which form part of the school's reward scheme and are greatly valued by them. During the previous year there was one permanent exclusion, which was reluctantly decided upon jointly with the local education authority. The school is very effective at promoting good relationships and pupils are happy and confident. During the inspection most pupils greeted adult visitors and were keen to talk about themselves and their school.
- The school promotes pupils' personal development well. Children in Reception have good development in this area and this continues through the school. Pupils are provided with a wide variety of opportunities to develop their social skills within the school and outside. For example, pupils play at the local bowls club and sing carols at the village club for the elderly. There is virtually no racial or cultural diversity amongst the pupils but the school takes many opportunities to familiarise them with life in a multicultural society. Pupils learn about other cultures through religious education and from visitors to the school. For example, staff acted as bride and groom in a dramatised Hindu wedding ceremony. The village and the parish church are used as a rich resource for pupils to learn about their own culture and environment. There are good opportunities for spiritual development through the school's close relationship to the village church and through assemblies such as the one observed where pupils reflected on the plight of children affected by the tsunami.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.2	School data	0.2
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.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	100	0	1
White – Any other White background	2	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Teaching and learning are satisfactory overall. The curriculum is satisfactory and is enhanced well by other opportunities. The level of care, welfare and guidance for pupils is good. Links with parents and the community are very good.

Teaching and learning

Teaching and learning are satisfactory overall. Assessment procedures are unsatisfactory in Years 3-6 but are satisfactory in the Foundation Stage and in Years 1-2.

Main strengths and weaknesses

- The quality of teaching in Years 2, 3 and 4 is good, but only satisfactory in Years 5 and 6.
- The school is using the advanced ICT facilities effectively in many ways but still needs to evaluate teaching approaches and the impact upon learning.
- Assessment procedures are unsatisfactory overall; marking in Years 5 and 6 is unsatisfactory.
- Very good relationships underpin learning.

Commentary

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	13	9	1	0	0

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

11. Teaching and learning in the Foundation Stage are satisfactory. Planning provides clearly for all areas of children's learning, indicating improvement since the last inspection. However, the teacher does not always bring out early skills, such as for handwriting and spelling, to establish confident learning. The differing needs of the Reception children and Year 1 pupils are usually managed effectively since tasks are chosen carefully to cater for both year groups. Class management is generally effective. The teacher and other adults make notes of significant developments for each child. These notes help to build a satisfactory picture of progress and there are plans to organise these more helpfully. She and the teaching assistant work as an effective team, supported well by the assistant for individual pupils. The children are taken outside for a variety of reasons but seldom have open access to the outside by choice. The classroom is rather small and difficult to manage in order for children to have easy access to spaces designed for all areas of learning.
12. Teaching in Year 2 is good, so that pupils are active in their learning. Here, the two part-time teachers set high expectations for attention and behaviour, which has a good impact on

achievement. They place a strong emphasis on understanding ideas and processes as well as becoming confident learners with early skills. The teachers employ good teaching strategies which promote active learning. Teaching is similarly good in Years 3-4, where thorough teaching and purposeful discussions have a strong impact on pupils' learning. Here, the recently installed interactive whiteboard is used creatively to enhance pupils' learning. Teachers are growing in confidence and their use has a good impact on pupils' achievement. Teaching methods engage the pupils' interest, so that they are keen to learn. These teachers are highly skilled at questioning to encourage pupils to explain their ideas. Lesson planning is good, and clear learning objectives are shared sensibly with pupils to support their own self-assessments. Teachers are observant of the pupils and responsive, so that daily assessment is good. The quality of marking of pupils' work is good, and particularly thorough in the Year 3/4 class. The school's procedures for assessment are unsatisfactory because there are only effective ways to track pupils' progress in English and for children with special educational needs. Provision for pupils with special educational needs is satisfactory and the teaching assistants give identified children sensitive support.

13. Teaching in the Year 5 and 6 class is satisfactory overall but is of mixed quality, so that pupils' learning varies. In some lessons, the effective use of the interactive whiteboard and ICT tablets promotes good learning in keeping with the classroom of the future. In science, well-presented demonstrations promoted good reasoning and learning amongst the pupils. Other practical sessions promoted good achievement as pupils worked with excellent interest. A reflective questioning style encouraged the pupils to contribute and explain. However, an analysis of pupils' previous work shows that insufficient attention is given to building pupils' skills progressively over time, particularly in English. English lessons lack clear objectives because national guidance is not implemented fully. Planning allows for very limited opportunities for pupils' extended writing since ICT is seen as the major objective. Many lessons are too teacher-directed and provide limited opportunities for pupils to express their own ideas. The quality of marking here is unacceptably poor. While it is understood that the approach to learning in the new classroom of the future has to be explored, the current approach is not ensuring a good balance of skills across all areas of learning and development.
14. Pupils with special educational needs have individual education plans which contain precise and measurable targets incorporating clear success criteria and strategies for addressing specific difficulties. There is also input from the learning support team and speech therapists and targets are reviewed regularly. In most classes, tasks are suitably matched to the range of ages and abilities. In the Year 5/6 class, assessment is not used to plan work for lower-attaining pupils and pupils with specific learning difficulties which meets their needs. Equally, tasks are not planned which are sufficiently challenging for higher-attaining pupils.

The curriculum

Curriculum provision is satisfactory and meets all statutory requirements. Opportunities for enrichment are good. The accommodation and resources are satisfactory for the Reception class and good overall for the school.

Main strengths and weaknesses

- The school makes good provision for extra-curricular activities.
- ICT is largely used effectively to support learning but has tended to bias attention to ICT-related skills in Years 5 and 6, leading to some imbalance.
- There has been insufficient monitoring, evaluation, revision and innovation in curriculum planning.
- The accommodation is spacious and attractive and used effectively to support learning.

Commentary

15. The school's recent change from being a First school into covering the full primary range, along with major building works, has slowed the pace of curriculum development. National guidelines have been adopted but the school is behind many others in the extent to which these have been evaluated and revised. The rapid and dramatic impact of the impressive new ICT technology has also to be evaluated. In Years 2, 3 and 4 this is used to good effect as a tool for supporting learning. In Years 5 and 6, its impact has been less well thought through. Although pupils' technical skills are impressive, the technology has become an end in itself, and has actually undermined pupils' attainment in writing. Overall, the school has yet to create a fully balanced curriculum which is unique to its own circumstances, incorporates all the advantages of its technological resources and which reflects the learning needs of its pupils.
16. The new buildings are spacious and flexible and have a beneficial impact on pupils' learning. Pupils appreciate the attractive learning environment and this is reflected in their positive attitudes to learning. The provision of additional resources to facilitate learning in Years 4 to 6 has not kept pace with the building changes and additional artefacts and books to support the teaching of the humanities are urgently required.
17. The school provides a good range of opportunities for pupils to learn outside the school day. This is particularly helped by the close partnership between the school, parents and the village community. There is a wide range of clubs, both sporting and creative, which are well attended and made possible by the contribution of local potters, musicians and sports coaches. Visits within the immediate locality and residential visits with a specific curriculum focus all combine to make learning relevant and meaningful.
18. Overall provision for pupils with special educational needs is satisfactory and the school achieves an appropriate balance between helping pupils access the curriculum and addressing their specific learning needs. Where pupils are withdrawn for additional help, this is at appropriate times and does not have an impact on their overall curriculum entitlement. Support staff are used well. They are keen and committed. They are generally well trained, although the school is aware of some training gaps that must be addressed. They have benefited from whole-school in-service training and training provided by the local cluster group of schools.
19. Good use is made of the talents of all staff, including support staff, to provide as wide a range of activities as possible including French for pupils in Years 5 and 6.

Care, guidance and support

There are good arrangements to ensure pupils' care, welfare, health and safety. The school provides pupils with good support and advice, although the quality of guidance varies. The school involves pupils well in its work by seeking and acting on their views.

Main strengths and weaknesses

- Good induction procedures introduce children well to formal education.
- Most pupils have very good trusting relationships with their teachers and other staff.
- There are good health and safety procedures in place which ensure that pupils and staff work in a safe environment.
- The school is very good at consulting pupils through class and school councils and acts on their views.

Commentary

20. Governors carry out regular inspections of the school to ensure that it is kept in good repair. The recent extensive building work included a review and upgrading of security at the school. Risk assessments are in place covering the site and school trips. Child protection procedures are securely in place and the school works well with other relevant agencies. There are effective systems for the control and issue of medicines and several staff have first aid training.
21. The pastoral care of pupils is good and starts with effective induction arrangements. The head teacher and class teachers visit the village pre-school group to meet the children in their own environment. Staff carry out home visits and provide parents with a booklet containing a great deal of useful information. Pupils are invited to school events and to join in a class for half a day during the summer term before they start their formal education. In this small school community teachers and other staff know their pupils well and there are very good relationships between staff and pupils. Pupils are confident that there is an adult they could go to with a problem. The staff work together well to provide the support pupils require. Satisfactory procedures are in place to support pupils with special educational needs. The children look out for each other informally and through the work of older pupils, such as organising games at playtime. Teachers and members of the support staff know the pupils well, so that daily support is effective. However, monitoring procedures for pupils' personal and academic development, such as marking pupils' work, are not established consistently to ensure that the most helpful guidance is always given.
22. The views of pupils are sought through surveys, class councils, a school council and discussion sessions known as circle time. The school council is very effective, with elected representatives from every class. Even the youngest children knew their representative and could describe the work of the council, which covers any item of interest to pupils from playground equipment to behaviour policy. Their views are taken forward to a full staff meeting and the results fed back via the school and class councils.

Partnership with parents, other schools and the community

The school has very good links with parents and the community. There are good links with other schools and colleges.

Main strengths and weaknesses

- The school provides parents with very good information about their child's progress and the planned curriculum. This enables parents to actively support pupils' learning.
- Parents find the school easily approachable and receptive to their views and concerns.
- The school's new facilities are used to provide adult education in French and in ICT.
- The school is an active part of the village community and receives considerable support from it.
- There are good links with the local secondary school which ensure the smooth transfer of pupils to the next stage in their education.

Commentary

23. Parents are very supportive and believe that their children like the school and make good progress. Parents appreciate the ease with which they can contact staff to discuss any problems and the presence of the headteacher in the playground before school. As a result, any issues are quickly and effectively dealt with. There is a drop-in session provided twice a term during the school day for parents whose commitments make this more convenient. The school consults parents informally and through questionnaires and most parents are happy that due account is taken of their views. There is a very active Parents and Friends

association, which provides considerable practical and financial support as well as social events. A number of parents help in school with activities such as listening to children reading.

24. Annual reports on pupils' progress are very good and give a very clear view of their achievement and targets for the following year. Parents receive regular letters about activities involving their children and the school in general. Each term a curriculum letter is sent out for each class explaining the forthcoming projects and areas of study the children will undertake. Many parents support their children's learning through homework. Most parents consider the amount and difficulty of homework are appropriate.
25. The school is an integral part of the village community. The parish magazine is used very well to tell local people about school activities and welcome them into a wide variety of school events. Local people were surveyed to find what services they wanted and this led to adult education classes in French and computing. The school makes very good use of local resources. Pupils attend the nearby bowls club and local people run after-school clubs in knitting, pottery and playing percussion instruments. There are very good links with the parish church, which hosts key services for the school, and the vicar takes assemblies every month. It is also used as a teaching resource for pupils learning about local history.
26. The school works well with the local pre-school group and secondary school. This ensures that pupils' transition through each stage of education is managed well. Links with other primary schools provide a much wider opportunity for pupils to participate in cultural and sporting activities. The group also enables teachers and support staff to benefit from joint professional development. There are productive links with the University of East Anglia providing experience for student teachers and nursery nurses.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher provides satisfactory leadership and the leadership of other key staff is satisfactory overall. School governance and the effectiveness of management are satisfactory.

Main strengths and weaknesses

- The governors and headteacher have seen through to completion the classroom of the future but are not making an effective evaluation of the teaching and learning.
- The English co-ordinator provides good leadership and has a very good understanding of strengths and weaknesses, but has not had the opportunity to act on her knowledge.
- The school has developed successfully from a First to a Primary school in many respects but some aspects, such as the curriculum, require consolidation.
- Monitoring procedures for school self-evaluation are not rigorous enough.

Commentary

27. The school has made several worthwhile improvements since the last inspection, notably as a result of good leadership by the headteacher and the management of the governing body in opening the classroom of the future for pupils in Years 5 and 6 under the reorganisation to a primary school. This room offers significant opportunities for pupils to be taught creatively and there is evidence of a strong impact on pupils' learning in some respects. Pupils are confident in their use of ICT and at times demonstrate excellent attitudes and behaviour as they explore ideas together. However, in the process of establishing the teaching methods to take best advantage of the design of the classroom and the facilities of ICT, the need to maintain a balanced approach across the whole curriculum has been overlooked. As a result, pupils' writing skills and aspects of literacy in particular have been neglected. Some responsibilities which are the hallmark of good teaching, such as the marking of and engaging in pupils' written work, have not been maintained to a satisfactory standard in English and mathematics.

The co-ordinator for English identified these as concerns through her monitoring procedures but to date the headteacher has not taken sufficient positive action to correct these issues.

28. There have been planned improvements since the last inspection. The space for the Reception class has been improved so that arrangements for sand and water play are better, although the classroom continues to be difficult to manage for the Foundation Stage co-ordinator. The headteacher is teaching the physical education lessons for all classes as a positive management decision in addressing the workload of subject co-ordinators and their release time. The classroom for Years 1 and 2 has been extended and has good features. There are active plans to establish an outdoor teaching area to take advantage of the immediate environment. The school improvement plan provides a satisfactory basis for planned developments. It reflects the headteacher's intentions for good quality learning for pupils and takes account of issues identified through members of staff and pupils, with an agenda of improved standards. The headteacher has provided satisfactory leadership by introducing a programme of regular monitoring by subject co-ordinators whereby they carry out regular lesson observations and work analysis. This is improving the process of self-review but has not yet resulted in sufficient positive action to correct identified weaknesses. The subject co-ordinator for English gives good leadership, but has not been given the scope to improve provision in Years 5 and 6. Those for mathematics and science give satisfactory leadership. The co-ordinator for special educational needs keeps a general oversight of provision and maintains liaison with outside agencies. Opportunities for monitoring the effectiveness of provision are limited. Performance management procedures are in place which help direct a common purpose for improvement.
29. The governing body provides satisfactory strategic direction. Governors, particularly the chairman, have given a great deal of time and effort to the reorganisation as a primary school and in considering the plans for and impact of the new classroom. This has reduced their time for other responsibilities and their programme of visits to monitor the quality of provision is at an early stage. As a result, they have a satisfactory understanding of the school's strengths and weaknesses but are clearly committed to making improvements. They have appropriate procedures to check health and safety matters, for example, and ensure that the school meets statutory requirements.
30. The governors set a careful budget after due consultation, with standards and improvements to pupils' learning in mind. They take good account of the principles of obtaining good value. Financial management is good and is supported well by the school secretary. Governors have satisfactory ways of evaluating the impact of their financial decisions and make reports to the governing body after visits. The value for money provided by the school is satisfactory, taking account of strengths and weaknesses in standards and the quality of provision.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	262,275	Balance from previous year	25,578
Total expenditure	271,681	Balance carried forward to the next	16,172
Expenditure per pupil	2,772		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is satisfactory, indicating satisfactory improvement and consolidation since the last inspection. Children enter Reception in the September or January according to their birth date. They have broadly average attainment taken together, although this varies from year to year. Achievement is satisfactory. A few children have good early language and mathematical skills, expressing their ideas clearly in complete sentences. A few children also have some delayed learning or find social interactions difficult. In these cases adult support is sensitive but firm. Most children respond well to the clear routines and class organisation, and are keen to take part in activities. The majority of children are on course to meet, and a few to exceed, the goals children are expected to reach by the end of Reception. Their personal development is good.

Planning for the Foundation Stage provides clearly for all areas of children's learning, indicating improvement since the last inspection. The differing needs of the Reception children and Year 1 pupils are usually managed effectively. Class discussion times are accessible for all children and tasks are chosen suitably to cater for the range of attainments represented. Class management is generally effective in ensuring children are purposefully occupied, with a suitable balance between adult directed and free-choice activities. The quality of teaching is satisfactory. Planning provides an identified focus for adult led activities but the teacher does not always bring out early skills and ideas sufficiently to help consolidate learning. The teacher and other adults make notes of significant developments for each child. These notes help to build a satisfactory picture of progress and there are plans to organise these more helpfully. The Foundation Stage co-ordinator provides satisfactory leadership and management. She and the teaching assistant work as an effective team, supported well by the assistant for individual pupils. Resources are satisfactory and provide for all areas of experience. The children are taken outside for a variety of reasons but seldom have open access to the outside by choice. Parents think that induction arrangements are good. The coordinator makes home visits before children start Reception and these provide a very valuable opportunity to establish good relationships with parents. The school has made useful additional space available recently for planned activities but the classroom remains rather small and is difficult to manage.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well in their personal development.
- The teacher, teaching assistant and support assistant set clear expectations for consideration of others and good behaviour.
- Many activities encourage children to work together.
- The adults use effective strategies to help children sustain concentration.
- The children are sensitive to those with difficulties.

Commentary

31. Children's achievement is good in this area because adults encourage them to be actively involved in their learning and considerate to others. The great majority are on course to meet the expectation and several to exceed it, so that standards are higher than usual. The clear underlying classroom organisation helps children to become familiar with routines and expectations. Children work and play happily together. During class discussion times, when reading a book together, for example, children listen to others. Adults respond positively to the children's ideas and contributions, which helps them to feel confident. A few activities are

planned to promote cooperation, such as sharing a book and children work together better as a result. Snack times provide children with opportunities to share ideas and experience, and to notice that other children make choices. Most children listen sensibly during assemblies, which provide good opportunities for them to be a part of a larger school event. The teacher and other adults place a high priority on children's development in this area and the quality of teaching and learning is good.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Tasks are planned carefully for different groups of children.
- Children take a good interest in stories and the patterns of language.
- There is insufficient emphasis on reinforcement of early language skills.

Commentary

32. Achievement is satisfactory in communication, language and literacy. Most children are on course to meet the expectation and a few to exceed it and standards meet the expectation. Many activities are planned carefully with children's language development in mind so that talk and new vocabulary is related to new experiences. Children are encouraged to enjoy books and to respond to the ideas in stories. Children know how to handle books and are beginning to understand that an author writes the story while an illustrator draws the pictures. They took a good interest in the story 'Polar Bear, Polar Bear, What do you hear?' for example, recognising the repeating phrases and a few printed words. The higher-attaining children recognised that the pictures gave clues about the next animal in the story. The majority of children listen attentively and speak reasonably clearly. The literacy sessions are planned appropriately for the Reception and Year 1 children together. The teacher and teaching assistant provide good role models for speech. Most children know several letter sounds, can write a few letters legibly with satisfactory pencil control and have a small sight vocabulary. However, the teacher does not provide sufficient opportunities for children to develop and practise their early reading and writing skills. The enjoyment of stories and regular reading sessions help promote children's reading skills. Children with special educational needs are supported very sensitively and are encouraged to take a full part. The quality of teaching and learning is satisfactory in this area because opportunities to reinforce early skills are missed, for example when reading a story to the class.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- A good variety of activities keeps pupils' interest.
- More emphasis is needed during activities on asking children to explain and talk about their methods.
- There is good provision for including pupils with specific learning needs.

Commentary

33. Children's achievement in their mathematical development is satisfactory. Several children enter Reception able to count to five or ten and this is built upon so that the majority of children now count to twenty confidently. A few higher-attaining children have the early skills to count in tens. The teacher plans carefully for structured activities which build skills and

understanding appropriately. For example, children were asked to skip around the school hall then go to a number symbol and name it. Practical activities, such as building shapes and identifying the numbers of pieces used, provide good interest and learning, and include children well. The teaching assistant has a good questioning approach during these tasks so that children are encouraged to observe and count accurately. The quality of teaching and learning is satisfactory overall for this area of learning. Explanations are usually clear but more attention is needed to observe, record and use the information on the nature of children's difficulties in their learning in order to focus discussion better, for example, to sit and work with selected children on their handwriting during group activities. The teaching assistant's time is used well during class sessions to note children's responses.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- There are very good arrangements in ICT for older pupils to work with Reception children.
- Some activities are planned well to provide good experience of the outside world.
- There is not always enough purposeful discussion to extend the children's ideas.

Commentary

34. Children's achievement is satisfactory in this area. The teacher's planning provides for a wide range of activities, both inside and outside the classroom. For example, there were plans for children to make a survey of traffic passing outside the school, but the weather prevented them from going outside. As an alternative, the children played with road mats and cars. The classroom assistant promoted children's ideas and language well through her good, focused questioning, such as 'Where is it safe for the farmer to cross the road?' Children are usually taken outside for a focused activity at least once each day. As a follow-up to the Polar Bear story, the children went outside to listen to sounds near the school, which provided a suitable occasion. At other times children developed an understanding of how sand and water behaved as they built sand shapes and poured water from one vessel into another. They experienced magnetism through sticking tiles to a board when making patterns and knew a reasonable variety of materials such as wood, plastic and metal. The two computers are usually set up for children to make designs or to operate a simple program, such as dressing a teddy; they use the mouse and icons with satisfactory skill. Their ICT experience is significantly enhanced through the very good arrangement whereby older pupils act as tutors. In one lesson, pupils in Year 5 supported the children enthusiastically to use a paint program to produce an image and to add labels. Overall, teaching and learning are satisfactory for this area, although questioning and discussion are not always sufficiently focused to challenge and extend learning.

PHYSICAL DEVELOPMENT

35. This area of learning was sampled, so it not possible to judge overall provision, standards or teaching. Children are given reasonable opportunities outside during planned sessions to develop their physical skills of jumping, climbing and running. Access to the outside as free choice is usually limited. The teacher's planning ensures that children have a suitable variety of activities indoors which promote their physical skills. Children pour water carefully, fit tiles into patterns neatly and are beginning to form letter shapes correctly. Most pupils use the mouse during ICT sessions skilfully to change the colour or shape of a symbol, and they drag shapes into place in order to dress a teddy. There is a satisfactory level of resources.

CREATIVE DEVELOPMENT

36. This area of learning was sampled, so no overall judgements on provision, standards or teaching are possible. The teacher's planning shows that opportunities for creative development and expression are planned carefully into each week, including the use of ICT. Here children create simple patterns and designs using stars and other shapes to good effect. In planned sessions, children produced a reasonable design by sticking coloured squares in place, while one child positioned four magnetic tiles very carefully to produce a circle design. Previous work shows that children have painted and made collages, using bold colours and a variety of materials effectively.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English

The overall provision for English is **satisfactory**.

Main strengths and weaknesses

- Standards of writing are below average in both Year 2 and Year 6.
- Standards of reading are good in Year 6.
- The teaching of English is unsatisfactory in the Year 5/6 class.
- The co-ordinator has a clear vision of what needs to be done to improve standards.
- Basic skills of spelling and handwriting are not firmly established across the school.

Commentary

37. Standards of achievement in both reading and writing are below average in Year 2. The current Year 2 pupils entered the school with below average skills in communication, language and literacy. The scrutiny of pupils' work indicates that skilled teaching has enabled them to make good progress in the first term of this year from a low starting point and that the majority of pupils are on track to achieve the required standard by the end of the year. However, there is little indication that pupils will achieve the higher levels in either reading or writing. Few pupils use an extended vocabulary or read fluently and expressively. Although most pupils use a range of word attack skills to decode unfamiliar text, these are not sufficiently internalised to permit fluent independent reading. Pupils are generally beginning to apply their phonic knowledge of sounds to their writing and letter formation has improved since the start of the year. However, pupils are largely writing in simple sentences using a very restricted vocabulary.
38. In Years 2, 3 and 4, where the teaching is good, teachers are flexible and respond well to the needs of their pupils identified through ongoing assessment. While expectations of what pupils can achieve are high, teachers are realistic and confidently adapt their planning in the light of perceived need. They use a variety of approaches and interesting activities, indicating an awareness of the different ways in which pupils learn. The English coordinator in the Years 3 and 4 class, for example, uses carefully focused questioning to help pupils gain higher order skills such as interpreting text. Classroom management is good and pupils are aware of routines and operate them without fuss, even when not directly supervised.
39. Standards of reading are above average in Years 5 and 6. Pupils are generally enthusiastic about a wide range of authors, have established preferences for particular genres and read widely for pleasure. Although there is a daily guided reading session in the Year 5/ 6 class, this does little to develop pupils' higher order reading skills such as their understanding of motivation or character development in narratives. Reading records are not properly maintained. Although pupils have still retained their enthusiasm for reading, both the quality

of the books read and the variable nature of the activities undertaken do little to develop the very good skills established in previous years.

40. Standards of writing by Year 6 are below those expected nationally. In the Year 5/6 class the guidance of the National Literacy Strategy is not followed well enough and English lessons often lack a clear literacy learning objective. Pupils have very limited opportunities for extended writing. Standards of handwriting and spelling have declined since the previous year and are unsatisfactory. Opportunities are missed for pupils to build on their interest in and knowledge of literature to develop their writing, and the use of ICT in lessons is seen more as an end in itself rather than as a tool for learning. Lessons are often too didactic and contain limited opportunities for pupils to express and develop their own ideas or to learn from each other.
41. In the Year 5/6 class written work is often unmarked and pupils have no guidance on what is expected or on how to achieve it. Teachers' expectations are too low. Although word processing is used as a means of re-drafting pupils' work, the lack of helpful marking limits its usefulness.
42. The co-ordinator has a clear view of how to raise standards across the school and there are strategies in place which are having a clear impact on teaching and learning in Years 2, 3 and 4. The teaching in these year groups is consistently good. The co-ordinator sets a good example by the quality of her own teaching. Monitoring of lessons has revealed weaknesses in the teaching in the Year 5/6 class but the necessary action to address them had not happened prior to the inspection. The school's drive to improve writing standards, as indicated in the school action plan, has been seriously undermined by inconsistencies in the quality of teaching and in the implementation of whole-school policies.

Literacy across the curriculum

43. Other subjects of the curriculum are used as a focus for work in literacy lessons and opportunities for pupils to develop their writing skills through work in science and the humanities are evident up to Year 4. No examples of extended writing were seen in Years 5 and 6. Project work in these year groups in both history and geography was largely documented by using downloaded pictures with captions. Expectations of what pupils can achieve are too low and pupils have too few opportunities for using their wide vocabulary and general knowledge or for developing skills of independent research.
44. Work in **French** was sampled, so it is not possible to judge overall provision, achievement or teaching. French is taught regularly within the school day to pupils in Years 5 and 6. Teaching is structured by a published scheme and this maintains a good balance between opportunities for pupils to write and considerable reinforcement through conversation. Some aspects are reinforced in the whole-class situation and class displays give an additional insight into aspects of life in France.
45. The teaching assistant is well qualified and has high expectations and pupils' attainment in the work seen is above average. Pupils' attitudes are generally positive.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in Year 2, 3 and 4 lessons because teaching is good.
- Teaching in Years 5 and 6 is of mixed quality, so that pupils' learning varies.
- Pupils take a good interest in the well-chosen tasks.
- The use of ICT to support learning is effective.

- The trend in standards in mathematics at Year 2 is above the national trend.

Commentary

46. Pupils' achievement is satisfactory in Years 1 - 2. Standards of current work in mathematics at Year 2 are below average. The current Year 2 pupils entered Reception with below average mathematical skills. The analysis of pupils' previous work indicates that many have made good progress because thorough teaching has focused well on a good range of basic skills as well as understanding. The majority of pupils are on course to reach the expected standard by the end of the year but few pupils are likely to exceed it; because of this, standards are below average overall. The results of the 2004 national tests show that standards achieved by the current Year 3 pupils were well above the national average and the average for similar schools, which indicates good, effective teaching. The three-year average is also well above the national average.
47. Pupils' achievement is satisfactory overall in Years 3 - 6. Standards are broadly average by Year 6 but the higher-attaining pupils are not extended consistently because the higher- and the lower-attaining pupils are given the same tasks too often. Standards in the 2004 national test in mathematics were well below the national average. However, this was a very small year group because a high proportion of the pupils left the school at the time of reorganisation, and the results should be interpreted with extreme caution.
48. By Year 2 most pupils are familiar with number bonds to 10. They are beginning to recall facts and recognise simple relationships such as $9 + 1 = 1 + 9 = 10$. In a good lesson, the teacher's clear emphasis on recognising patterns or pairs of numbers to 10 promoted good achievement. Most pupils used familiar bonds in order to calculate $8 + 2 + 5 = ?$. The teacher encouraged pupils to explain their methods so that all pupils were included very well in the discussion. Her good emphasis on building and using early bonds was effective in reinforcing their skills. During group work, the higher-attaining pupils were challenged well to apply the skills to questions such as $6 + 15 + 24 = ?$. Lower-attaining pupils were supported well by the classroom assistant, although several pupils needed practical resources to support their learning. Pupils' previous work and lesson plans show that pupils have covered aspects of number, shapes, graphs and data handling, although there is a strong emphasis on number processes. Several recorded tasks show there is a good practical basis for their work.
49. Pupils in Years 3 and 4 build well on earlier work. In a very good lesson, the teacher set a high level of challenge where pupils selected five numbers and used helpful connections to find the totals. The pupils sustained a very good level of concentration, so that they achieved very well. Skilled questioning and high expectations challenged pupils to reason and explain their working. The lower-attaining pupils were supported well by the classroom assistant in using a number line as a good method for calculation. The previous work of this class shows good evidence of thorough teaching with a very good emphasis on building skills progressively as well as understanding.
50. The quality of teaching in Years 5 and 6 is of mixed quality so that pupils' learning varies considerably. In some lessons, for example the one observed on probability, lively demonstration and good practical activities promote good learning. Pupils, including the higher attainers, were challenged well during the practical task. However, pupils' previous work indicates a heavy emphasis on basic number in their recorded work. Too many of the same tasks are set for all groups of pupils; and in general, insufficient attention is given to building pupils' skills progressively over time. Higher-attaining pupils are not always extended. Marking practice is weak and there are very few comments to confirm understanding or to indicate how pupils may improve. There is limited evidence of work in other topics. The Year 5/6 teacher gives pupils weekly assessment tests which are matched to five levels of attainment. Pupils appear keen to do well, although the totally verbal nature of the approach tends to confuse some pupils.
51. Pupils display good attitudes towards mathematics, which helps support their achievement. The quality of teaching in Years 2, 3 and 4 is consistently good and is confirmed through

pupils' progress in their previous work. Teaching in the Year 5/6 class has good features, such as the use of ICT and some questioning that encourages pupils to contribute and explain. However, pupils' previous work is usually the same for all pupils and does not give sufficient challenge and extension for the higher-attaining pupils. The mathematics curriculum is good in Years 2, 3 and 4, and is satisfactory in Years 5 and 6. There are adequate whole school assessment procedures and some teachers keep regular records of pupils' progress. Marking is good and thorough in Years 2, 3 and 4 but unacceptably poor in Years 5 and 6. The use of individual targets is at an early stage. The subject leader provides satisfactory leadership and management but does not always follow through the findings of monitoring.

Mathematics across the curriculum

52. The application of mathematics across the curriculum is satisfactory. Mathematical ideas are used informally in many ways in other subjects, although these are seldom set out explicitly within the planning seen. In science, teachers help pupils to set out the results of investigations in tables and graphs. In design and technology pupils use measurement and ideas of shape and proportion in their products. In physical education, children are encouraged to form good, attractive shapes and to find an open space.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There is a good practical basis for pupils' work, especially in Years 3 and 4.
- Teaching in Years 5 and 6 does not set high enough expectations.
- Pupils have good attitudes and behaviour which help to promote achievement.

Commentary

53. The teachers' assessments for the national tests in Year 2 in 2004 indicate that standards were well above average. At Year 6 the cohort were very small, so the results should be treated with caution, but these indicate standards at the national average and above the average for similar schools.
54. No lessons were seen in Year 2 because of timetabling arrangements. Pupils' previous work indicates that pupils carry out practical experiments to provide good experience across the science topics. A few pupils set out their work neatly and draw conclusions from their results but several pupils find recording their work difficult. From the evidence of work seen, standards are below average but achievement is satisfactory because the pupils entered school with below average attainment.
55. Achievement is satisfactory in Years 3 - 6 and standards by Year 6 are broadly average. Pupils in the Year 3 and 4 class achieved well in a lesson on light because the teacher's good exposition and discussion was based on good subject knowledge. She used skilled questioning about the position of shadows to challenge pupils and promote careful reasoning. The well-planned and structured lesson provided a clear focus for pupils to develop their investigational skills. The resources were decided and distributed by the teacher, which limited the opportunities for pupils to make independent decisions. The teacher is observant of the pupils and uses her knowledge of them to respond positively so that all pupils are included in activities well. In Years 5 and 6, a lesson on sound gave pupils good opportunities to experience different ways that sounds are produced and modified. The good strategy of inviting two pupils to explain how their guitars worked created close interest, and linked well with other practical demonstrations. Pupils had good attitudes and behaviour, which help promote good achievement during the lesson. Pupils demonstrated satisfactory understanding of how sound is produced and most interpreted their observations of a tuning

fork making ripples in water correctly. The higher-attaining pupils demonstrated good understanding through their reasoned answers. Pupils' previous work in Years 5 and 6 indicates satisfactory progress, although some pupils' work is not presented well or is incomplete, indicating insufficiently high expectations by the teacher.

56. Pupils' attitudes and behaviour are good, which helps to promote achievement. The quality of teaching in the lessons observed was good, with good discussion and questions designed to encourage reasoning. Evidence from pupils' previous work shows satisfactory teaching in the Year 5/6 class. Planning is satisfactory overall, and good in the Year 3/4 class. Pupils' previous work and subject planning indicate satisfactory subject coverage. There is evidence of practical work for most topics, being stronger in the Year 3/4 class. On-going assessment was good during the lessons observed. The marking of pupils' work in the Year 3/4 class is good and just adequate in the Year 5/6 class where pupils' previous work shows teaching to be satisfactory overall. The subject co-ordinator provides satisfactory leadership and has made a few lesson observations to monitor provision.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The school has established a classroom with high quality ICT facilities through the effects of good leadership and management.
- Teaching in Years 5 and 6 does not ensure a good balance between written and ICT skills.
- The use of the ICT facilities is encouraging some innovative approaches to learning.
- Pupils have good attitudes and behaviour towards the use of ICT in lessons.

Commentary

57. The headteacher, staff and governors have been heavily involved in the design and commissioning of a classroom of the future for pupils in Years 5 and 6, with innovative design features which include ICT facilities. In this class the teacher is using the interactive white board to support demonstrations and explanations effectively in most subjects, but in English the emphasis on ICT skills has resulted in insufficient attention being given to pupils' writing.
58. Pupils' achievement is satisfactory in Years 1 - 2 and good in Years 3 - 6. Their attainment meets the expectation by Year 2 and exceeds the expectation by Year 6 as a result of frequent applications of ICT in lessons. Pupils in Years 1 and 2 benefit from the very good tutoring arrangement when pupils in Year 5 or 6 help them to use a program. By Year 2 pupils have satisfactory skill in using word processing and they know how to use the design features of an art program. The interactive whiteboard is used extensively in the Year 3/4 class in many lessons, for example in English and mathematics. Pupils demonstrate a good developing understanding of both its features and those of their ICT units. By Year 6 pupils use programs confidently and with good understanding.
59. The quality of teaching and learning is good overall in ICT, although no specific lessons were observed. The benefit of the ICT facilities has yet to be carefully evaluated by the school, especially in relation to the balance of pupils' skills across the curriculum. From Reception to Year 4 the balance of the curriculum has been sustained and enhanced by its use. In Years 5 and 6, insufficient attention has been given to key learning objectives for writing, and standards in English are below average as a result.

Information and communication technology across the curriculum

60. Teachers use ICT effectively in many ways across the curriculum to enhance pupils' learning. The facilities are not always reliable but teachers are making increasing use of information on-

line to access geographical and historical information. They use suitable programs to illustrate ideas, such as how probabilities may be shown on a graph.

HUMANITIES

61. Work in **history** and **geography** was sampled, so it is not possible to judge provision, standards or teaching. The school has adopted national guidelines for both subjects. This ensures a basic core curriculum but planning does not guarantee continuity and progression in subject specific skills as pupils move through the school. Provision includes a range of visits and residential opportunities to ensure that the curriculum is relevant and stimulating. Good use is made of the immediate locality to support learning. Resources are still limited and are in the process of development. There has been limited monitoring and evaluation of current provision and the school has not yet developed schemes of work which reflect its particular attributes and circumstances.
62. The school is gradually developing cross-curricular links between subjects and the humanities are regularly used as a focus for work in the Literacy Hour. However, there were no examples of extended writing in these areas in Years 5 and 6.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The co-ordinator is knowledgeable and enthusiastic and a good source of support for colleagues.
- Pupils have positive attitudes to the subject.
- The subject makes a good contribution to pupils' personal and social education.

Commentary

63. Achievement is satisfactory overall. There is very little recorded work in religious education throughout the school, so that judgements on standards are tentative. However, the indications are that standards by Year 2 are below the expectations of the locally agreed syllabus and by Year 6 meet the expectation. The scheme of work follows national guidelines but has been augmented by 'school' units provided by the co-ordinator. Some specialised teaching ensures that all pupils are taught by knowledgeable staff and this results in positive attitudes from the pupils. In the two lessons observed the teaching was consistently good. Teachers provide a good variety of activities which capture pupils' interest. In Year 2, pupils enthusiastically acted out the story of Joseph and his multi-coloured coat and exhibited a good recall and understanding of the story.
64. Throughout the school, there is a good balance of approaches and the subject makes a positive contribution to pupils' personal and social development. Pupils are also given opportunities to write about and discuss the significance of particular aspects. Pupils are enabled to develop a good understanding of the similarities and differences between the world's major religions. There are good opportunities for pupils to put forward their own ideas, ask questions and explore issues confidently.
65. The co-ordinator is knowledgeable and committed and provides good support for colleagues.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. Work in art and design, design and technology, music and physical education was sampled, so it is not possible to judge the overall quality of provision, standards or teaching in any of these subjects.

67. In **art and design**, children in Reception have regular opportunities to draw and paint, producing some attractive paintings using bold colours. By Year 2 children mix colours to produce a desired effect and have the skills to produce a simple collage. Pupils in the Year 3/4 class were observed studying Bruegel's 'Children Playing' in order to recognise how relationships were portrayed. The teacher's good strategies and careful discussions brought out the features well, so that pupils' achievement was good.
68. In **design and technology**, pupils in Year 2 were introduced to the idea of taking objects apart. The teacher provided good, imaginative motivation for designing a coat of many colours by reading a letter from the headteacher. The pupils watched fascinated as she cut a T-shirt into its original pieces, most understanding that this is how clothes are made. Pupils in the Year 5 and 6 class demonstrated excellent attitudes and behaviour as they made and then tried out simple musical instruments. The class teacher provided good opportunities for them to make independent choices about the materials to use. As a result, their achievement was good and many pupils demonstrated good creative and practical skills in adjusting their instruments.
69. Only one lesson was observed in **music**, in the Reception and Year 1 class. Here the children used percussion instruments to produce rhythms linked to the sounds animals make on Noah's Ark. Children wore animal masks, which held all their interest, and others picked instruments they thought would be like the animal sounds. The session provided an imaginative use of resources, although some children were not involved for some of the time. Elsewhere in the school, pupils were heard performing a piece on recorders during an assembly, ably supported by a teacher on a tenor recorder. On another occasion, two pupils played the clarinet, showing good promise. The singing during assemblies is variable and misses a strong lead from the front. Five pupils were seen during a guitar lesson and beginning to produce a pleasant rhythm. The school is making good headway in encouraging pupils to learn to play a musical instrument now that it is a primary school and several out-of-school activities support this.
70. The headteacher is taking **physical education** lessons this term and two lessons were observed. He sets high expectations for their performance, such as in gymnastics and floor-work, and challenges the pupils to do their best. As a result, pupils try hard to improve their style and positions. The teacher also encourages pupils to evaluate their own and others' performance so that there is a good sense of positive criticism.
71. In all these subjects, lesson planning, some pupils' work and evidence from photographs indicate that pupils experience the full range of activities and the subjects meet statutory requirements. On-going assessments during lessons are often good because teachers provide immediate constructive comment but there are no whole school recording systems. The subject co-ordinators are keen for the pupils to have worthwhile experiences and they provide satisfactory leadership.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

72. Work was sampled, so it is not possible to judge overall provision, standards or teaching. The first school had good strategies in place for developing pupils' personal and social education. These have been built on as the school expanded but there is insufficient consistency of approach across the school. Teachers use a variety of interesting activities but these sometimes lack a clear rationale. The school is aware that some aspects of the curriculum are not fully developed and a programme of activities which builds systematically on pupils' previous experiences and needs has yet to be fully put in place. The behavioural aspects of provision are well developed and this is reflected in pupils' attitudes and willingness to take on independent responsibilities. Relationships between pupils are good and they are helped to develop an awareness of the impact of their actions on others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	n/a
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
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	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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

