

INSPECTION REPORT

Great Massingham VC Primary School
Great Massingham
Kings Lynn

LEA area: Norfolk

Unique Reference Number: 121087

Inspection Number: 183234

Headteacher: Mr M Etheridge

Reporting inspector: Ms J Penfold
12443

Dates of inspection: 15 - 17 November 1999

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
Type of control:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Weasenham Road Great Massingham Kings Lynn Norfolk PE32 2EY
Telephone number:	01485 520362
Fax number:	n/a
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Hipkin
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
J Penfold RgI	Mathematics Information technology Religious education Music Physical education	Attainment and progress Teaching Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources Leadership and management Under-fives Attendance Support, guidance and pupils' welfare Partnership with parents and the community Attitudes, behaviour and personal development Curriculum and assessment Efficiency Special educational needs
J Bedawi, Lay Inspector		
E Kounnou	English Science Art Design and technology History Geography	

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MAIN FINDINGS

What the school does well

- Overall, teaching is good, with the teaching observed being very good or excellent in about one in five lessons.
- By the age of 11 standards are above average in science, religious education and art. Standards are high in music at Key Stage 1.
- Pupils' personal development is strong as a result of the responsibility they are given.
- Pupils behave well in lessons and around the school and have good attitudes to their learning.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- Relationships are very good throughout the school.
- The school's aims and values are carried out very well.

Where the school has weaknesses

- I. Standards in writing are not high enough because pupils do not write at length in their creative work or in their work across the curriculum.
- II. Standards in information technology are unsatisfactory at Key Stage 2.
- III. The monitoring of teaching and the curriculum is not stringent enough and the governing body does not monitor academic standards.
- IV. Aspects of the accommodation are poor, and some are a risk to pupils' health and safety.
- V. Omissions in the policy for special educational needs mean that it does not meet the legal requirements, and parents of children with special educational needs are not involved sufficiently at the early stages of identification.

In addition, the school's attention is drawn to the need for child protection arrangements to be tightened up so that appropriate procedures are in place should they be necessary. The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school was last inspected in April 1996 is now much better than it was. The headteacher, staff and governors have ensured that good improvement has been made on the key issues identified in the report. The school has been very successful in raising standards in science and religious education at Key Stage 2, and pupils reach high standards in these subjects by the age of 11. Attainment in design has also improved, but standards in aspects of information technology remain a weakness at the end of Key Stage 2. Older pupils now have appropriate opportunities to develop their investigative skills in mathematics and science. Development planning has improved and in-service training is now used well to help meet the targets identified in the school's improvement plan. The progress towards initiatives in the plan is now monitored and evaluated suitably. The behaviour and progress of pupils in Years 3 and 4 has improved and is now always satisfactory and sometimes good. The school has rectified all the health and safety issues identified in the last inspection although others have emerged during this inspection. The school is well placed to build upon the initiatives already taken and is well placed for further improvement.

Standards in subjects

A small number of pupils take National Curriculum tests at the end Year 6. This means that it is not possible to use the results to make comparisons with other schools for the last academic year. The position over the last three years indicates that the performance of pupils in English, mathematics and science tests has been close to the national average and similar schools at the age of 11.

Inspection evidence shows that by five years of age, children reach the standards expected for their age in all the expected areas of learning, which are language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development and in their personal and social development. By the age of seven standards are in line with the national average in English overall, mathematics and science. Pupils aged seven reach the expected standards for their age in information technology and religious education. Standards in other non-core subject are similar to those found normally except in music where they are high. By the time pupils are 11, standards are above average in science and average in mathematics and English. Although standards in English overall are average throughout the school, standards in writing are unsatisfactory. Standards in information technology do not meet the national expectation. Pupils exceed the expectations for their age in the locally agreed syllabus for religious education. Standards in art are high, and those in other non-core subjects are similar to those found normally. Judgements have not been made about standards in physical education at seven or eleven.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Satisfactory
Mathematics	Very good	Excellent	Good
Science	Very good	Very good	Good
Information technology		Insufficient teaching took place during the inspection to enable secure judgements to be made.	
Religious education		Excellent	No teaching took place during the inspection.
Other subjects	Good	Good	Good

The quality of teaching is at least satisfactory in all lessons. It is good in about three quarters of lessons and very good or excellent in two in ten lessons. The very good and excellent teaching was of pupils aged four to seven. No unsatisfactory teaching was seen during the inspection.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses

Other aspects of the school

Aspect	Comment
Behaviour	Good. Enhanced by very good attention to pupils' personal development.
Attendance	Satisfactory. Pupils enjoy coming to school. Too many pupils are withdrawn from school during the summer term for holidays.
Ethos*	Positive. The ethos supports learning well. Pupils work purposefully and relationships are very good.
Leadership and management	The headteacher and staff make a strong team. They ensure that the school's aims are carried out very well in its day-to-day life. Some elements of monitoring are not sharp enough: monitoring of standards by the governing body, and of lessons and planning within the school.
Curriculum	The curriculum is broad, balanced and relevant to pupils' interests. It promotes sound progress.
Pupils with special educational needs	The work designed for pupils on their individual plans ensures that they make the expected progress against the targets set for them. Parents are not fully involved when pupils are at the early stages of identification.
Spiritual, moral, social & cultural development	Good provision in all aspects.
Staffing, resources and accommodation	Satisfactory overall. Good arrangements for the professional development of staff. Sufficient resources overall. Weaknesses in aspects of the accommodation.
Value for money	In spite of the very high costs due to its small size, the school continues to provide satisfactory value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school

- VI. The way in which they are encouraged to take part in school life.
- VII. The values and attitudes the school promotes.
- VIII. They find the staff approachable.
- IX. They are informed well about their children's progress.
- X. Their children enjoy school.
- XI. The way children are taught to behave.

What some parents are not happy about

- XII. The rewards given to pupils who achieve
- XIII. The decorative state of the buildings.
- XIV. The amount of homework; a small

The inspectors confirm these positive views. The amount of homework required is consistent with government guidelines and is judged to be appropriate at Key Stage 1. The use of homework is good at Key Stage 2. Inspection evidence endorses the concerns that parents have about the decorative state of some parts of the school. The attendance awards given acknowledge the good attendance of some pupils and have highlighted the need for parents to ensure that their children attend school regularly. The inspectors feel that it would now be appropriate to review these awards in the light of the concerns of the majority of parents at the meeting with the registered inspector over pupils who have been genuinely ill and feel penalised as a result.

· **KEY ISSUES FOR ACTION**

The headteacher, staff and governors should:

XV. improve standards in writing throughout the school (see paragraphs 7, 93, 94) by:

- providing regular opportunities for both extended and creative writing;
- ensuring that all pupils have sufficient opportunities to tackle interesting and challenging writing and recording tasks across the curriculum;

XVI. improve attainment in information technology by the age of 11 (see paragraphs 10, 37, 115) by ensuring that the controlling, monitoring and modelling aspects of the subject are taught in line with the statutory requirements.

XVII. monitor the teaching and learning in all subjects more closely and make sure that the governing body checks and analyses the academic standards being achieved by the school; (see paragraphs 66, 67)

XVIII. make sure that school policy and practice for pupils with special educational needs pays sufficient regard to the Code of Practice (see paragraphs 38, 61, 71) by:

- reviewing the policy for special educational needs to include all the statutory requirements outlined in the Code of Practice in paragraph 2.10;
- ensuring that arrangements for parents of all children on the schools register for special educational needs include the information, partnership and access outlined in the Code of Practice in paragraph 2.33;

XIX. resolve the health and safety issues relating to the accommodation (see paragraphs 54-57, 74-75) and improve:

- the outdoor provision for children under five;
- the shared accommodation for headteacher, staff and secretary;
- the condition and decorative state of the school, particularly the mobile classroom.

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INTRODUCTION

- **Characteristics of the school**
1. Great Massingham VC Primary School is a small school for boys and girls aged four to eleven. It is situated in the village of Great Massingham, 12 miles from the town of Kings Lynn in Norfolk. All the pupils live in the village. There are currently 57 full-time pupils on roll, 26 boys and 31 girls. Six children were under five at the time of the inspection and attend on a part-time basis. No pupils come from ethnic minority backgrounds. The school was last inspected in April 1996.
 2. Pupils' attainment on entry is broadly average although there is a wide variation of achievement, particularly in the area of language and literacy. Most of the children who start at school have attended the local playgroup. The proportion of pupils qualifying for free school meals is below the average nationally, but in previous years the percentage of pupils known to be eligible for free school meals has been in line with the average nationally. Twenty eight pupils are currently on the school's register of special educational needs; which is well above average. Three pupils have Statements of Special Educational Need.
 3. The school's curriculum priorities for the current year are to improve standards in literacy, numeracy, information technology, religious education and health education.
 4. The school aims to prepare its pupils to be adaptable and flexible in their learning with the skills necessary for adulthood in the 21st Century; to provide a secure, stimulating and happy environment in which such learning can take place, to challenge the children's thinking in a curriculum that sets high standards of achievement for all; to help children to become articulate, literate, numerate, independent learners, confident and have the skills and understanding to apply the knowledge they learn. It aims to encourage an understanding of the meaning and significance of faith and to promote Christian values through the ethos of the school and the experiences offered to all pupils and values. The school values the contributions of all adults in maintaining the consistency of relationships and standards of behaviour.

4. **Key indicators**

National Curriculum test results are not included as the total number of pupils is less than ten.

4.

4. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year: %

Authorised	School	5.9
Absence	National comparative data	5.7
Unauthorised	School	0.3
Absence	National comparative data	0.5

4.

4.

4. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:	Fixed period	Number
	Permanent	0

4.

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	19
	Satisfactory or better	100
	Less than satisfactory	0

4. **PART A: ASPECTS OF THE SCHOOL**

4. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

4. **Attainment and progress**

5. Attainment overall has improved since the last inspection, particularly in mathematics, science and religious education.
6. Children enter the school aged four with a wide range of achievement, particularly in language and literacy in which a substantial proportion lack the expected skills. These young children make good progress overall and, by the time they reach the age of five children possess the expected knowledge, skills and understanding for their age in the six areas of learning which are: language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development and personal and social development. By the age of five all handle books carefully, know that text is read from left to right and can recognise and write their names. Higher attaining children can read simple books. Children can count small numbers of objects such as 1p coins accurately.
7. Inspection findings, based on a scrutiny of pupils' previous work, discussion with pupils and teachers, and observation of pupils in lessons show that the attainment of the present cohorts of pupils at the end of Key Stages 1 and 2 is average overall in English. Pupils make satisfactory progress in developing their skills as they move through the school. By the age of seven pupils are developing good oral skills. They listen well and are developing a good vocabulary in a range of subjects. They read the text from a big book together and most can identify rhyming words. Most pupils use capital letters and full stops in their writing and a few higher attaining pupils are beginning to use speech marks. Most pupils are able to write short pieces independently, but they do not yet write longer pieces, for example, stories. Their handwriting is good. By the age of eleven pupils confidently put forward their own opinions. They are able to locate books and information competently, and choose their own reading books by reading the information on the cover. Most pupils draft out some work, and use story planning to guide their writing. They do not yet reflect their wide vocabulary in creative work such as story writing or writing across the curriculum. They have a good understanding of the basic rules of grammar and their spelling is usually accurate or plausible. Most pupils' handwriting is good, they write in a neat fluent joined script, often using a pen. Pupils' literacy skills are given appropriate emphasis and they show a good ability to use subject-specific vocabulary, for example in music, religious education and mathematics.
8. Inspection evidence shows that attainment in mathematics at the end of Key Stages 1 and 2 is average overall. Pupils make satisfactory progress in building upon what they already know, understand and can do as they move through the school. By the age of seven they are able to add small numbers quickly and are developing a good range of strategies for mental calculation. They can display data using appropriate graphical forms, and name and know the properties of the common shapes. Most eleven year olds can quickly multiply two and three-digit numbers by ten and 100 accurately, and can place decimal numbers less than one on a decimal number line correctly. The highest attaining pupil can graph linear equations and explain what he has done and why. The pupils' numeracy skills are developing well across the school as a result of the changes in teaching implemented over the last two terms.
9. In science, pupils make satisfactory progress between the ages of five and seven by building systematically upon what they have learned as under fives. Attainment in science by the age of seven is average. Pupils can recognise a fair test when investigating and timing how many jumps they can make. They label the external parts of the body accurately. They use their sense of touch to describe the properties of a range of common materials. Most pupils have developed good oral skills and enjoy using scientific vocabulary in their work. Progress in science is good

at Key Stage 2, and, by the age of 11 attainment is above average. Pupils record data using charts and diagrams. They make comparisons and report their evidence systematically. Most know how to wire a simple circuit, and suggest a range of ways to measure the strength and length of a fuse for optimum performance.

10. Pupils make satisfactory progress between the ages of five and seven in information technology, and by the end of Key Stage 1 they attain standards that are in line with national expectations. They make similarly satisfactory progress in some aspects of information technology, notably the handling and communicating strand of the subject at Key Stage 2. However the pupils are not yet given the necessary experiences to develop their understanding across the whole range of the subject and this means that their attainment does not meet the national expectation at the age of eleven and progress is unsatisfactory overall between the ages of seven and eleven.
11. In religious education pupils are making good progress throughout the school. As a result, seven year olds have a secure understanding of the basic tenets of Christianity and are beginning to understand and use appropriate terms to describe religious activity. Throughout Key Stage 2 they build well upon their previous learning and eleven year olds can discuss the influence of religion on lifestyle and make good connections with their own experience. They have a good knowledge of a range of world religions and their attainment exceeds the expectations of the local agreed syllabus.
12. In the non-core subjects at Key Stage 1, pupils make satisfactory progress and reach the standards normally found by the age of seven in history, geography, art and design technology. Standards in music at Key Stage 1 exceed those normally expected of pupils of this age, and progress is good. By the age of eleven, pupils reach the expected standards in design technology, geography, history and music and make satisfactory progress. Standards in art exceed those normally expected of pupils at this age as a result of the good progress they make. In physical education, not enough lessons were observed to enable judgements to be made about attainment or progress. However pupils reach high standards in swimming by the age of 11.
13. The progress made by pupils in lessons during the inspection was good in most of the lessons seen, due to the good quality of teaching. This improved quality of teaching and progress in lessons has not yet had an impact upon the progress made as pupils move through the school. This is partly due to a lack of rigour in the planning for pupils of differing abilities over time, and partly due to the lack of opportunities for pupils to build upon what they understand in their written work.
14. The results of the 1999 Key Stage 1 National Curriculum tests taken by seven year olds were below the average nationally and when compared to similar schools. However the small size of the cohort means that such comparisons should be treated with caution. In English, 55 per cent of seven year olds achieved Level 2 (the expected standard for their age) in reading and 66 per cent in writing. Nationally 82 per cent of pupils achieved Level 2 in reading and 83 per cent in writing. Fifty five per cent of pupils achieved Level 2 in mathematics. Nationally 87 per cent of pupils achieved Level 2 in mathematics. There are no written tests in science; the teacher assessment results indicate that 56 per cent of pupils were judged to have achieved Level 2 whilst the national average was 87 per cent. The attainment of the present cohort as judged by the inspectors indicates that standards will be higher than those of the previous cohort.
15. The results of the 1999 Key Stage 2 National Curriculum tests taken by eleven year olds were below the average nationally and when compared to similar schools in English and science. They were above average in mathematics. However the small size of the cohort means that such comparisons should be treated with caution. Fifty five per cent of pupils achieved Level 4 (the expected standard for their age) or above in English, the average nationally was seventy per cent. In mathematics 77 per cent of pupils achieved Level 4, the average nationally was 68 per cent. In science 66 per cent of pupils achieved Level 4, the average nationally was 78 per cent.

The attainment of the present cohort as judged by the inspectors indicates that standards will be higher than those of the previous cohort. This is due to the good opportunities offered to pupils in order to develop their knowledge, skills and understanding.

16. There were too few pupils in Year 6 and in Year 2 to enable reliable comparisons with national statistics to be made for the performance of pupils in the most recent National Curriculum tests taken by these pupils. The size of the cohorts varies over the years but is always similarly small. This means that there is considerable year-to-year variation in test results. Taking the last three years together, test results have generally been in line with the average nationally overall. At the end of Key Stage 2, the average level achieved by the school has fallen slightly in English and improved in mathematics and science. This is because few pupils have gained the higher Level 5 in English in the past. The school's targets and inspection evidence suggest that more Year 6 pupils will achieve the higher levels at the end of this academic year in English, mathematics and science.
17. The school provides sound support for the few pupils who find learning difficult. As a result, these pupils make satisfactory progress overall and reach standards which are generally in line with what they have previously learned. The learning targets in their individual education plans are appropriate which means that teachers are usually able to measure pupils' progress accurately. Lower attaining pupils are making good progress in literacy as a result of the good quality additional literacy support they are receiving. The progress of higher attaining pupils varies but is satisfactory overall. Some pupils are very well catered for, particularly in mathematics at Key Stage 2, and make good progress as a result of the careful attention paid to their needs.
18. There are no significant differences between boys and girls in levels of attainment. Similarly, there are no significant variations in the progress of pupils from different backgrounds.

Attitudes, behaviour and personal development

19. The pupils' attitudes to learning and the quality of their behaviour have improved well since the last inspection and are now good overall. There is now only a small minority who, on occasion, display inappropriate attitudes or behaviour. The attention paid to pupils' personal development and the quality of all relationships are very good and a significant strength of the school.
20. On arrival, the youngest children settle quickly into school routines. They are very well supported, soon following the good example set by staff and older pupils. They learn to listen carefully to instructions settling to learning activities rapidly. When moving from 'carpet' discussions to working at tables, there is no need for any additional guidance or reminders from their teacher. Activities effectively promote positive attributes such as sharing, taking turns, respect for others and learning to work together. Independence is fostered well and children gain in confidence and self-esteem, able to work unaided, or help to tidy up with increasing maturity. The children are well behaved and enjoy the activities provided.
21. The older pupils now have more positive attitudes to learning. They also listen more carefully to their teachers than when the school was last inspected and act promptly when requested to do so. Levels of concentration are better and the majority of pupils are keen to work, but sometimes there is a lack of urgency in their efforts. There is often a purposeful 'buzz' in infant lessons where pupils take pride in their work and enjoy talking about what they have been doing, for example, the group story in the literacy hour. Participation and verbal response in question and answer sessions is good across the school. The quality of the presentation of written does not always reflect accurately what pupils are capable of. The very oldest pupils are mature and sensible, able to work well, both independently and collaboratively. Of particular note, is the way in which they are able to admit to any difficulty in understanding their work and ask for help. Good behaviour, work and attitudes are celebrated well in a weekly 'special

mention 'assembly.

22. Overall, behaviour is good. Pupils are polite and respectful of property and they move around the school sensibly. They have an increasing awareness of others' needs, although there are still some instances when this is forgotten. Classroom behaviour is generally good and there is no longer any of the disruptive behaviour, mentioned in the last inspection report. However there are still instances when a small minority of pupils, often, but not exclusively boys, demonstrate inappropriate behaviour and attitudes. They do not always work well together, there is low-key interruption, fidgety behaviour and increases in noise levels which are not always checked quickly enough. Some pupils have a fiercely competitive streak and a desire to 'win'.
23. In the playground, pupils of all ages play well together. Although some boisterous play was observed, no bullying was noted. There have been no exclusions over the last year.
24. The very good quality of all relationships, embedded in the school and the high level of attention paid to pupils' personal development has a significant positive impact on improving pupils' attitudes and behaviour. It is also significant in raising the status and self-esteem of pupils with special educational needs, including those with statements, who are accepted easily and respected by the other pupils. There are no ethnic minority pupils or staff in the school, so pupils have no direct first hand experience of other cultures, values and beliefs. The school works hard to address this through, for example, use of world languages in registration, with younger pupils seen responding in Indonesian, use of display and teaching materials.
25. The development of pupil initiative and responsibility are another strength of the school. From the earliest age, pupils are encouraged to become independent and think for themselves. Pupil self-assessment is actively promoted and pupils are able to give mature and perceptive accounts of their individual strengths and weaknesses in learning, for example, letters from pupils to their parents detailing their achievements. The Massingham Manners, a school council group involving pupils from all classes meets regularly to discuss issues of concern to them, such as the condition of the accommodation, or the need to take care of younger pupils. Older pupils often do take responsibility for younger ones through shared reading or, for instance, Year 2 pupils helping reception class children with wonderful examples of role play in religious education lessons. The school has also recently gained the 'Healthy Norfolk Schools Award' and this has led to many positive opportunities for initiative such as surveys in the school and village.

Attendance

26. The level of attendance is satisfactory and in line with the national average for primary schools. There has been improvement since the last inspection. The week before the inspection attendance was good at 96 per cent. However, this level of good attendance is not consistently maintained because families taking holidays in term time increase significantly over the year, peaking in the summer term. This too often causes attendance to fall well below 90 per cent. It also has a detrimental impact on pupil attainment and slows the progress of all pupils as work is missed and has to be repeated.
27. Registers are marked properly and promptly, but not all required pupil data is completed. Punctuality is good with very little pupil lateness, and lessons start and end on time. Pupils of all ages enjoy coming to school.

27. QUALITY OF EDUCATION PROVIDED

27. Teaching

28. The school has been successful in improving the quality of teaching since the last inspection in 1996. It was, previously judged to be generally satisfactory or good, and is now good overall. It is good in three quarters of the lessons and very good or excellent in two in ten lessons. Some of the teaching of seven to 11 year olds during the last inspection was unsatisfactory or poor. No teaching of less than satisfactory quality was seen during this inspection. The improvement in the quality of teaching means that pupils are now making good progress in most of their lessons. The headteacher is aware of the need to sharpen up aspects of planning so that the good progress made in lessons is sustained over time and has the expected effect upon attainment by the time pupils leave school at the age of eleven. The school now gives older pupils more opportunities in lessons to develop their skills of problem-solving and investigation. This, together with more concentration upon scientific knowledge, has had a particularly marked effect upon standards in science which are now above average by the age of 11.
29. The teaching of children under five is good overall and sometimes very good or excellent. The mixed Key Stage 1 class contains pupils from four year groups, with six four year olds currently who attend for morning sessions only. The activities provided are suitable for the under-fives and the teacher has a strong knowledge of the Desirable Learning Outcomes towards which children of this age work. For example, careful attention is paid to the use of role play in developing children's language and mathematical skills, and adult help is well briefed to ensure that the most is made of these opportunities. The activities planned for the children are well matched to their age and interests. As a result they enjoy their learning, work hard to improve and are very curious about the world around them. When the whole class is gathered together on the carpet they are continually asking questions which the teacher answers in a way that moves the children on in their understanding without interrupting the flow of her teaching. Classroom support makes a very good contribution to children's learning and the quality of teamwork between the adults is high.
30. The overall quality of teaching at Key Stage 1 is good overall and sometimes very good or excellent. Teaching is good in a third of lessons and very good or excellent in the remaining two thirds. It shares many of the strengths of the teaching of pupils under five. Some excellent teaching was seen in mathematics and religious education. In both of these subjects the pupils were expected to achieve high standards and the activities they carried out were varied and challenging. The planning catered very well for the wide range of ages and attainment of the pupils whilst giving pupils opportunities to learn from one another. However the pupils' written work is not always as challenging as the oral work that they tackle and this means that the progress they make over time, whilst satisfactory overall, is not yet as good as it could be.
31. The quality of teaching at Key Stage 2 is also good overall. Teaching is good in over half of all lessons observed. It is good overall in the core subjects of mathematics and science. In the lessons where teaching is most successful, teachers have very high expectations and there is a very clear focus on the purpose of the lesson. Resources are prepared well and there is good targeting of questions to individuals, as a result the pace of these lessons is brisk. Teachers give clear explanations to their pupils, plan challenging activities and provide good homework tasks. They work well with the classroom support assistants and manage pupils' behaviour well. The teaching closely matches pupils' existing attainment and builds well upon it. Whole-class teaching is used particularly well to engender enthusiasm and high expectations in numeracy sessions. Learning objectives are made clear and this leads to more effective teaching. For example, in the most successful lessons in mathematics, pupils are told what they are going to be learning at the beginning of lessons and the work is assessed and reviewed during the plenary part of the lesson. Where the teaching is not as successful, the planning is not as well thought through, particularly for higher attaining pupils. As at Key Stage 1, the level of challenge in some of the written tasks, particularly worksheets, does not help the pupils to do their best and build on their oral work.
32. Teachers work hard and have very good relationships with their pupils. They have a good

knowledge of the National Curriculum. Teachers' subject knowledge has developed well in a range of subjects since the last inspection due to a well-planned programme of in-service training.

33. Teachers mark pupils' work regularly and generally this is effective. Parents appreciate the time taken to mark their children's homework. Where the marking is good, as in some of the English work, teachers' comments indicate ways in which pupils can make progress. However, there are times when pupils' work is acknowledged merely with a tick; when this happens pupils have no indication of what they need to do in order to improve. Homework is used consistently and supports the work done in classrooms. Its use throughout Key Stage 2 is good. Pupils aged five to seven take home reading books and share them with their families. Homework is used well in English and mathematics to further the pupils' learning at Key Stage 2. The oldest pupils are given a broader range of homework including research related to the work they are doing at school. This has a positive effect upon their progress.
34. The teaching of pupils with special educational needs is sound overall. The classroom assistants provide good support for pupils who find learning difficult throughout the school. Teachers are aware of the targets on individual education plans and assess pupils' progress regularly. Teachers' planning for some individual higher attaining pupils is good. However, in general, insufficient attention has been given to planning a range of activities to ensure that potentially higher attaining pupils progress at the best rate considering their prior attainment.
34. **The curriculum and assessment**
35. The curriculum for children under five is good. It is clearly based on the six recommended areas of learning for children of this age. Children are taught part time, during the mornings with pupils from Key Stage 1. Medium term plans set out how a series of lessons will increase children's skills in each of the nationally recommended areas of learning. Shorter-term plans identify the focus for each lesson. The school makes good use of baseline assessment, and opportunities for assessing children's skills are identified regularly in shorter-term planning.
36. The curriculum at Key Stages 1 and 2 is satisfactory. It is broad and balanced and includes all the subjects of the National Curriculum and religious education. The previous inspection report, April 1996, indicated that there was insufficient guidance on how all aspects of the curriculum should be taught, and on how to ensure that pupils make appropriate progress in their skills and understanding as they move through the school. Sound policies and longer-term schemes of work are now in place to guide the work of the school. Some subjects have been organised into appropriate longer-term cycles in order that pupils in the mixed-age classes have opportunities to cover a broad range of topics. The school uses the National Literacy Strategy to guide longer-term planning in English and the National Numeracy Strategy Framework to guide long and medium-term planning in mathematics. In science, information technology, history, geography, and design and technology; the school has wisely decided to use the Qualifications and Curriculum Authority (QCA) planning documents. However, as yet the school has not developed a strategy for implementing these documents in mixed-age classes to ensure that all pupils make the best possible progress.
37. The school meets statutory requirements for religious education and in the National Curriculum subjects, except for information technology where the control, monitoring and modelling aspects of the subject are not yet given sufficient emphasis. A clear sex education policy has been drawn up together with good guidelines for teaching this aspect. Governors will consider these documents at their next full meeting. Currently parents are invited to attend a meeting and watch a video before sex education lessons take place at the end of Key Stage 2, a letter informs them of the right to withdraw their children from lessons. An effective policy for personal, social and health education covers a wide range of issues in both key stages. As a result, pupils

have a wide range of opportunities to learn skills of citizenship for example they conducted a health and safety survey within the school and presented their results to the governing body.

38. The curriculum for pupils with special educational needs is appropriate. All pupils at Stage 2 or above of the school's register of special educational needs have individual plans to address their needs. The targets in these plans are generally realistic and achievable over a reasonable period of time. Provision is made for regular review of individual education plans. As yet parents of pupils at the early stages of identification are not regularly consulted about the provision for their children. Some good informal relationships with parents have been established, providing sound support for pupils. There are some good examples of challenging work being provided for higher attaining pupils. Some individual educational plans have been drawn up for very able pupils although this is not yet consistent across the school.
39. Planning for progression in the knowledge, understanding and skills that pupils are expected to develop in each subject is broadly satisfactory. In most subjects detailed medium term plans set out a range of experiences across the curriculum. The school uses a medium term planning sheet to guide teachers' work, and these are completed with care in most subjects. However insufficient attention is paid to identifying how pupils of differing abilities will make systematic progress in mixed age classes. The activities that are planned are not yet providing a clear path for the development of skills. For example, in some subjects activities are selected from the QCA units at random, rather than in a progressive sequence that would provide suitable opportunities for pupils to increase their skills systematically.
40. The school provides a suitable range of extra activities for the pupils. There are no regular clubs held at lunchtimes or after school. Pupils have opportunities to take part in a variety of local sports, for example, football and rounders. A range of visits are made to support the wider curriculum, for example, pupils visited the Anglia television studios and Norwich Cathedral. There are good links with the local community, for example, pupils sometimes work with pupils from other local primary schools, and the harvest festival service takes place in the local church. In addition visitors are invited to the school, poets and authors help to enliven the annual book week, and a history drama group held a workshop for the pupils. Older pupils benefit from the opportunity to take part in a residential visit to Kingswood.
41. The previous inspection report judged that procedures for assessing pupils' progress were inconsistent. The school has worked hard to put a range of good systems in place and a sound policy has been drawn up. The school sets clear targets for raising standards of attainment using a wide range of data from various tests. Pupils have good individual targets for literacy and numeracy displayed at the front of their work files. Before parent consultation evenings, older pupils complete a very good self-assessment of the work they have covered during the year, and how they think they should improve next year. Teachers keep a wealth of information about each pupil in class assessment files. A good quality marking policy has been written, and there are some examples of good use of this policy in English. As yet it is not used consistently throughout the school to guide teachers' marking in all subjects. There is some good practice in reviewing what pupils have learned in lessons in English and mathematics but shorter-term plans do not usually set out the specific knowledge, understanding and skills that pupils of all abilities are intended to learn in lessons. As a result, opportunities to measure exactly what pupils have learned are missed.
41. **Pupils' spiritual, moral, social and cultural development**
42. The provision for pupils' spiritual, moral, social and cultural development is good and has improved since the last inspection.
43. The school makes good provision for children under fives' personal and social development. It

is a priority for the children, some of whom are very young indeed, to help them settle into routines and to learn appropriate ways of behaving. For some children this is a challenge but initiatives such as involving them in the planning of the activities they are to do in structured play make a good contribution to their social development. Clear progress can be seen in the recording of the children's preferences. For example, a girl who, earlier in the term wanted only 'cars', now plans to line them up on the carpet. The excellent opportunities for the younger children to work with the older pupils in their class in groups also have a positive effect upon their personal and social development.

44. There is good provision for the development of spiritual awareness. A planned programme for daily acts of worship contributes to pupils' understanding of the Christian faith and reinforces the sense of the school as a community. Opportunities to enhance pupil's appreciation of the natural world are woven into lessons. Sufficient time is given for reflection and stillness during school assemblies. In a science lesson, older pupils became excited by a fuse burning out; in a music lesson for the younger pupils they listened with wonder to the sounds made by different instruments. Pupils in Years 5 and 6 all contributed to a book about 'Remembrance Day' by writing some very moving poems as well as some equally moving factual writing describing the feelings that might have been experienced by soldiers on Armistice Day. Pupils are taught to value the beliefs of others very well through religious education.
45. Provision for pupils' moral development is good and permeates the life of the whole school. There is a clear and well-understood set of values which underpins all school activities. All staff provide very good role models and act with consistency and promptness to reinforce these values. Pupils are shown a substantial amount of trust and respond to it very well. Resources are freely available to all pupils who use them with care. At lunchtimes and breaktimes pupils, including those with special educational needs, take responsibility for working independently with the computers and keyboards. In religious education lessons well-chosen stories reinforce a good moral code of behaviour.
46. Provision for pupils' social development is good. As pupils progress through the school they are given increasing responsibilities. Pupils play an active part in raising money by taking part in sponsored events for charities including the British Heart Foundation (for which all pupils learned to skip), refugees from Kosovo events and children in Romania. These initiatives help to develop pupils' awareness of social issues as well as giving them a sense of social responsibility. The election of representatives to the Massingham Manners group which represents their interests helps them to develop their understanding of citizenship.
47. Provision for cultural development is good. Pupils take part in many activities that reflect their own cultural heritage, for example artists and musicians visit the school regularly, and pupils attend local concerts in Kings Lynn. Visits to places of historic interest such as Sandringham and Norwich cathedral and a Tudor Day at Thetford Priory help to give pupils a good understanding of their local culture and history. Teachers have worked hard to improve the opportunities given to pupils to help them develop an understanding of the richness and diversity of a variety of cultures and these are now good as a result. The school took part in the Norfolk Songline project earlier this year. Rooted in the theme of the Australian 'Dreamtime' this involved the pupils working with local artists, storytellers and composers on drama, sculpture and stories which were presented to the local community at the church. An African music group, 'Black Umfolosi' spent several days working with the pupils and the most recent book week was based on the theme of Hinduism. In connection with this book week, visitors to the school discussed their religion and customs with teachers and pupils.
47. **Support, guidance and pupils' welfare**
48. Overall provision for the support, guidance and welfare of pupils is satisfactory. Some aspects

of monitoring are good. There are weaknesses relating to child protection and very significant weaknesses largely related to accommodation health and safety issues. Pupils with special educational needs are fully involved in the life of the school. A particular strength is the inclusive atmosphere that has been created to ensure that all pupils play a full part, regardless of their needs. This fact is appreciated particularly by the parents.

49. The monitoring of pupils' academic progress and personal development are good. The staff understand their pupils well and work hard to meet their needs. Clear records detailing pupil progress are kept and updated regularly. Pupils are aware of the progress that they make, through planned opportunities for self-assessment. Pupils on the special needs register have appropriate individual education plans and the recommendations in statements are met. Support from experienced assistants enables all pupils needing help to make steady progress in learning.
50. Staff use both formal and informal opportunities well to reinforce the schools' expectations and aims relating to pupils' personal development. There is a well structured formal programme incorporating discussion groups (circle time) which pupils enjoy, as well as aspects such as sex and drugs awareness education, and the healthy Norfolk schools award programme. In assembly or when talking to individuals, staff often remind pupils of the importance of appropriate attitudes and social skills, and the impact on others. Pupils are confident and feel secure in approaching staff for guidance if they have any problems.
51. The monitoring and promotion of behaviour is satisfactory. There is now an appropriate behaviour policy in place and practical behaviour management is more consistent. There is, however, no guidance in the policy relating to the procedures and practice to be used to eliminate bullying, and this is a weakness. Although promotion of good behaviour is apparent, the monitoring of behaviour has a low priority. No records of inappropriate behaviour are kept and there are no procedures in place should they be required to deal with any serious or ongoing behavioural problem. The monitoring of attendance is satisfactory. The school has recently acted on a governor's suggestion and rings parents if their children do not arrive to school by 9.30. Parents are expected to give reasons for absence and this is also followed up. There is good contact with the educational welfare officer, if needed.
52. Daily procedures are satisfactory. All staff have received first aid training and any minor accidents are clearly recorded. Pupils receive a good level of care and attention if they are unwell. Pupils with chronic medical conditions such as asthma are known to staff. Dining arrangements are organised well and pupils are properly supervised at break times. There is more awareness of the importance of child protection than at the last inspection, but insufficient progress has been made and the current situation is unsatisfactory. The school has a basic draft child protection policy not yet ratified by the governing body. The draft does not offer sufficient detail and guidance to be a useful working document. A governor has undertaken training about child protection issues, but the designated teacher has not yet received specific training.
53. The governing body has worked extremely hard to develop a good health and safety policy and has introduced regular risk assessment in the absence of any external audit. They are aware of many of the hazards and take action when they are able to do so. Pupils are also involved in noting health and safety issues as part of the Healthy Norfolk Schools Award. Regular checks are undertaken on electrical items and fire extinguishers. There is no automated fire alarm system so no records of alarm tests are kept. Apart from the most recent fire drill this term, records of previous drills were not available for inspection. Currently evacuation times are not recorded and guidance in procedure for fire drills needs review. There is no book for visitors to sign in or out, or way of recording pupils who, for instance, have medical appointments and this is a potential health and safety issue in the event of an emergency.
54. There are a considerable number of health and safety issues, some of which are serious and largely related to the accommodation. Some of the issues are not within the schools'

maintenance remit or control. The most critical is the very poor condition of the mobile classroom, described in the previous inspection report as 'shabby'. Dampness, together with severe water leakage through the ceiling, windows and door, and significant areas of mould are strongly evident. Materials left in the storeroom quickly become unusable. The floor is 'bouncy' and very uneven, causing trip hazards. Condensation is a severe problem and some water leakage is dangerously close to an electrical junction box.

55. Many external areas of the school need attention. The wooden storage shed is in a poor condition, and the wooden window frame of the school keepers store is rotted with long splinters exposed and accessible to pupils. In the front playground there is no drainage hole for roof water, from the main building, so that in wet weather a considerable flood occurs, which in winter freezes, causing potential danger to pupils and adults. There are a number of large cracks spreading across the surface of the playground. The majority of recorded accidents happen in the playground.
56. Within the main school there are a number of structural cracks in walls, crumbling plasterwork and mould. This includes the infant toilets that are in an unacceptable condition. Adult sized toilets are fitted, the washbasins are very old and cracked and there is evidence of water leakage from the heating system. The hot air dryer is in a poor condition. It is a similar story in the boys' toilet, and in both the boys and the girls' toilets there are light switches just above washbasins. There are holes in the suspended ceiling in the hall, and the headteacher states that birds sometimes get trapped there and then escape into the hall. There is also an old redundant sink, wooden draining board and water heater requiring removal.
57. There are no yellow 'no parking' road markings next to the pedestrian entrance. Parents waiting for children sometimes block the pavement and when pupils come out they sometimes need to go onto the road to reach their own parents, this is a hazard because cars parked are moving off, putting children at risk. The headteacher has been informed of all issues noted.
57. **Partnership with parents and the community**
58. The quality of partnership that this small village school has with its parents, the parish and the local community is good.
59. Parents feel that they receive a warm welcome from the school and that staff are friendly and approachable. Many parents work, so only a few are able to help in the school during the day. However, parents and members of the community are quick to offer support and help at other times, for example, a group of volunteers recently redecorated the school hall and another parent installed security lighting outside the school. There is a well established 'Friends' group which holds regular fundraising events, and monthly coffee mornings where parents and community members can meet and become involved in school events, such as putting together shoeboxes for Romania with the pupils.
60. The quality of information provided to parents is good. The monthly newsletters are informative and friendly and pupils also publish their own newsletter. Parents have access to a notice board, providing information and promoting local events. There are a few omissions from the required information in the Prospectus and the annual governors' report, but both documents contain additional useful information. Pupil reports seen have improved since the last inspection and are satisfactory. They report on all subjects and give appropriate targets to help the pupils' progress. Parents have good access to staff, formally and informally, to discuss their children's progress or any other concerns. Pupils in Years 5 and 6 also keep their parents informed through an innovative work diary kept over two weeks, summarising their own views about the progress they have made during the year and explained in thoughtful letters to their parents. These are greatly appreciated and treasured. The home-school agreement is in place with about

50 per cent of parents signing it. The school's expectations of homework are clearly laid out in the teaching and learning policy, and is a very regular feature across the school. A good feature is the way in which pupils sometimes undertake tasks at home which have been designed to be shared with parents or older brothers or sisters, for example in mathematics. Good quality homework is rewarded through recognition in the 'special mention' assembly.

61. Parents of pupils at the early stages of identification of special educational needs are not sufficiently involved as partners. The school does not pay sufficient regard to the Code of Practice for special educational needs in this respect. As yet there are no formal procedures for involving parents when a concern is first expressed within the school, there are no formal arrangements for incorporating parents' views in assessment and subsequent reviews. As a result parents are not yet involved in a process which emphasises the importance of their contributions in assessment and decision making. The shortage of space in the school means that it is not possible to make suitable arrangements for a comfortable room where parents feel confident to discuss their children's needs and progress. The involvement of parents whose children have statements of special educational needs is as it should be, and the parents of these children appreciate their involvement.
62. Partnership with the community and Parish are a particular strength in this small school. The school is proud of its place in the local community and greatly appreciates the amount of support that it receives, whenever there is need. The school is involved in the 'Working Together for Massingham' group, currently focussed on improving play facilities in the village. Pupils are involved in surveys to establish views and ideas. The school is hopeful that the village's Annual Fireworks Fund will sponsor swimming for the junior pupils, a particular concern in a village with five ponds, some of them very large.
63. Links with the Church are well established. Pupils regularly participate in services such as the Harvest Festival. The Vicar is a governor and regularly takes assembly. He recently organised a visit to Norwich Cathedral that included two other village schools. This gave pupils a good insight into early Christian traditions and history.
64. Local businesses are supportive of the school's fundraising efforts, but in a very rural area, wider business links are restricted. The headteacher is keen to further develop community links.

64. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

64. **Leadership and management**

65. The headteacher has been at the school for two years and joined the school at a difficult time in its development due to high staff turnover and the effect that this had on pupils' attainment and behaviour. He carries a substantial teaching commitment. As a result of his effective leadership and the strong team he has formed with the rest of the staff, the school has made good improvement on the key issues identified in the previous inspection three and a half years ago. The headteacher, staff and governors have worked particularly hard to create a positive school ethos and improve behaviour as a priority. The school now provides a good learning environment, pupils behave well and there are very good opportunities for pupils to make contributions to school life. Pupils have good attitudes to their work and there are very good relationships within the school. The school is in a suitable position to maintain and improve standards over the next few years so that it becomes the excellent establishment the headteacher has visions of.
66. Many governors have recently joined the governing body. When the present headteacher took up his appointment there were only four governors. Now there is a full governing body which is organised suitably into committees to oversee different areas of the school's work. Frequent

meetings of the full governing body take place, and all governors are very supportive of the school and the improvements it has made. Governors have been proactive in monitoring and improving health and safety practice. All governors now have recently established links with a specific curriculum subject. However the governing body's role in monitoring the standards achieved is at present unsatisfactory and governors are very reliant upon the headteacher to provide them with any information in this area. Governors are at present unsure about how best to proceed with this important aspect of their work so that they are more informed about the progress that the school is making towards driving up standards.

67. There are subject co-ordinators for all subjects. Due to the small size of the school staff have to lead the development in more than one subject. The headteacher, for example, is the co-ordinator for mathematics, information technology, science and physical education. All the co-ordinators spoken to during the inspection have a good knowledge of the subjects they teach and are keen to improve the provision in their subjects. They provide satisfactory support in the development of the curriculum. However there are no clearly defined responsibilities for monitoring standards in the subjects of the National Curriculum. The lack of time available for monitoring lessons in particular, but also weaknesses in the monitoring of planning and pupils' work means that this aspect of their roles is unsatisfactorily developed at present.
68. The school's aims are suitable, have been drawn up in consultation with governors, and are clearly evident in all aspects of its day-to-day life.
69. Analysis of the detailed individual targets set for all pupils in the core subjects which the staff review annually shows that the school is keen to improve standards by focussing on individual pupils' attainment. If a pupil does well in an end of year test his or her end of key stage target is often raised.
70. The school's targets for development are appropriate and have clear statements by which to judge success; funding for curriculum development and resources are linked appropriately to the plan. The plan includes a long-term overview of developments and is monitored satisfactorily by the governing body. The major burden for compiling the plan, however, falls upon the shoulders of the headteacher, and governors are not involved sufficiently in the early stages of its preparation.
71. Most statutory requirements are met. However the requirement to teach the full National Curriculum Programme of Study for information technology to older pupils at Key Stage 2 is not yet fulfilled, although the school now has the resources to do so. The special educational needs co-ordinator works in partnership with all other staff to ensure that pupils have suitable plans drawn up to address their individual needs. The school's policy for special educational needs does not meet the requirements of the Code of Practice in several aspects. A named governor supports the school well and monitors special educational needs provision appropriately, the governors plan to address the omissions in the policy without delay.
71. **Staffing, accommodation and learning resources**
72. The school has improved its levels of staffing since the last inspection. There are sufficient qualified teachers for the number of pupils on roll and for children under five. They have a suitable range of expertise and experience for the subjects taught. Support staff provide good assistance throughout the school and are suitably qualified overall.
73. The arrangements for professional development of staff are good. Good use is made of outside expertise to improve teaching in areas that the school has identified as priorities. Staff are keen to improve their understanding across the full curriculum. Good use is made of external training opportunities, for example all teachers attended a day's course to improve their knowledge of

faiths other than Christianity. They chose to learn about different religions and to pool their knowledge at a staff meeting back in school. This has had a positive effect both upon teachers' subject knowledge and the attainment of pupils. Similarly good use has been made of training for literacy and numeracy. Appraisal arrangements conform with legal requirements.

74. The school's accommodation is unsatisfactory overall. The staff, parents and governors have invested much time in trying to improve the decorative state of the school. The parents and staff decorated the hall during the summer holidays and this now makes an attractive and high quality meeting place of suitable size for the whole school and for indoor physical education lessons. The school is kept clean and tidy by caretaker, staff and pupils. Classrooms are adequate in size. However, the concentration of pupils in Years 5 and 6 is sometimes interrupted by younger pupils moving from their classroom in order to gain access to the hall. Although teachers do their best to keep such disruption to a minimum, sometimes this is unavoidable as this is the only internal route to the hall and other areas of the school. A further weakness in the accommodation lies in the fact that the school's clerical officer, headteacher and staff share a very small office. This means that confidential discussions cannot be held with pupils, parents or visitors at times unless a classroom is empty. The school grounds are spacious and attractive and have been improved since the last inspection. They include a large field and suitably sized hard surface playground which has recently been improved by the addition of markings which pupils use in their playground games. Fixed play equipment which was identified as a health and safety hazard at the last inspection has been removed. The accommodation for pupils in Years 3 and 4 is a significant weakness in the school's accommodation. The mobile classroom in which these pupils are housed is damp, draughty, has poor ventilation and other health and safety hazards which are detailed in the section 'Support, guidance and pupils' welfare'. There is no carpeted area on which pupils can gather together, for example during literacy and numeracy lessons. Window frames are rotten and the external fabric of the building is perished and deteriorating rapidly. No drainage is provided so that the ground under and around the mobile is waterlogged. There are no toilets, and pupils have to go outside in all weathers, to the main building to use the facilities.
75. Classroom resources for the number of children aged under five on the school's roll are good, and the amount of space in which they work and play is satisfactory. However the school has no safe, secure outdoor area for these children's physical development and no wheeled vehicles which can be used by these children because of the lack of storage space. This is a weakness in the school's provision for under-fives.
76. Resources for learning have improved in science and information technology since the last inspection when they were identified as weak. Resources are now adequate overall. Improvements are still rightly being made to the quantity of science resources and aspects of mathematical equipment, for example scales are in short supply. Much time has recently been invested in equipping the school with the necessary resources to implement the National Numeracy Strategy. The library has a suitable number of books covering a good range of subjects. They are in good condition and well cared for by the pupils. The school makes good use of the local authority's loan service to borrow artefacts to support the teaching of religious education and multicultural education.
76. **The efficiency of the school**
77. The previous inspection highlighted weaknesses in the monitoring of costs, resources, staffing and cost effectiveness. Good use was made of extra funds for pupils with special educational needs and for staff training. The efficiency of the school has improved since the last inspection.
78. Financial management is good. Financial planning is based on good current data and sound projections. The school's development plan identifies priorities for the current year and where

appropriate, the priorities have explicit targets and associated costs. Funds to invest in resources for literacy and numeracy have been delegated to classroom teachers by the subject coordinators; as a result there is no clear strategy to monitor the effectiveness of these funds in raising standards of attainment. The special educational needs budget, is used appropriately to provide good classroom support for the large number of pupils on the school's register for special educational needs. The school provides a suitable level of additional learning resources for these pupils. Furthermore, good support is provided during literacy hours for pupils requiring additional literacy support. Governors receive regular financial reports, which are used to monitor expenditure and consider future needs.

79. Effective use is made of teaching and support staff during lessons. Teaching staff are generally efficient and take their responsibilities seriously. The higher than average number of pupils on the special educational needs register results in a large workload for the special educational needs coordinator. Currently she has very little regular non-teaching time to manage this heavy workload. As a result school policy and practice in special educational needs does not pay sufficient regard to the Code of Practice. Similarly, the large teaching commitment of the headteacher leaves him little time to carry out management responsibilities effectively, and there has been insufficient monitoring of teaching and learning in the school. Recently the governing body have wisely increased the management time available to him by a further half-day in order to help address this issue.
80. The school makes appropriate use of its accommodation and resources, with the exception of information technology resources, which are not yet used effectively to meet the requirements of the National Curriculum. As yet pupils have too few opportunities to use computers for all aspects of the subject, furthermore, insufficient funds may be available to ensure that new colour printers can be used efficiently to support the curriculum during the next term. Staff make sound use of the accommodation, both inside and out. Curricular time is used well, with little time lost during the course of the working day. Staff are generally efficient in their own classrooms; there is a high proportion of good and very good teaching, and overall pupils' progress is sound with good progress evident in many lessons. This represents an efficient use of resources.
81. Financial administration is good. The school makes good use of computerised financial systems. The governors and the headteacher keep careful track of expenditure through a secure system of financial control, and the headteacher and school secretary have suitable procedures in place to establish the cost effectiveness of all individual projects. The school secretary uses her time very well to support the school in all its work, however the limited number of hours available for administrative support results in the headteacher using valuable time in administrative tasks.
82. Children enter the school with levels of attainment, which are similar to those found in most schools overall. The overall quality of teaching is good, often very good and sometimes excellent. By the time pupils leave the school, standards are average in English and mathematics, and above average in science. When the very high unit costs and all other factors are taken into account, the school provides satisfactory value for money.

82. **PART B: CURRICULUM AREAS AND SUBJECTS**

82. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

83. Children start at the school at the beginning of the year in which they are five. They come to school for mornings until the term in which they are five, at which point they attend full time. They are taught in a mixed-age class containing reception, Year 1 and Year 2 pupils. At the time of the inspection there were six under-fives at the school. However there is wide variation and the school's baseline assessment and inspection evidence show that a substantial proportion of pupils joining the school in the last two years have very limited linguistic skills.

84. Overall, the progress made is good so that the children's achievements when they start their National Curriculum studies at the age of five are broadly as found in other schools. By five children achieve the expected outcomes for their age in the areas of learning which are: language and literacy, mathematics, knowledge and understanding of the world, creative development, physical and personal and social development.

84. **Language and literacy**

85. Children under five learn to recognise letters of the alphabet, making them from playdough and learning to use a pencil to write. They explain what they have been doing, for example in mathematics, to the rest of the class. By the age of five they understand that a more formal tone is used in some situations, but are still rather hesitant in speaking out clearly. They are very willing to talk about their experiences. They listen attentively to stories and ask questions about their contents. They know how books are organised and handle them carefully. By the time they are five all but the lowest attaining children recognise most letters by name and sound and can read and write their names correctly. Some can write a few short words and are beginning to read simple books by recognising short familiar words. Some children are using the first letter in a word to help them work out what it says if they do not recognise it quickly. These children exceed the expected outcomes for their age and are working at the early levels of the National Curriculum.

85. **Mathematics**

86. Children under five can count out loud confidently and fluently. They learn to sing simple number songs and that they can put marks on paper such as pictures or coloured squares to help them make comparisons for example, between the number of pets they have. They develop their understanding of money during shopping activities in the role-play area with good adult support. They count small numbers accurately in practical contexts. One boy was adamant that he wanted to put four dried peas in his shaker because they would make a louder sound than three. By the age of five, children can put the numbers one to ten in the correct order if they have been mixed up and recognise which numbers are missing. They can record the results of their counting using the correct numerals.

86. **Knowledge and understanding of the world**

87. The well-equipped role play areas which have themes such as 'shops' and 'hospitals' help the children to learn well about the world around them. Children enjoy exploring the feel of warm hot water bottles and a bag of ice cubes and make comparisons between them. They talk about their observations using descriptive words such as 'bumpy', 'slidey' and 'cold' well. They cut out sections of boxes and use rubber bands and sticky tape to help them make musical instruments that they can shake, bang or pluck. By the age of five most talk confidently about their friends, families and their village. They understand that some events happened in the

recent past, for example, bonfire night. In information technology they learn to use computers to support their learning in mathematics through software that lets them pretend that they are in an imaginary world.

87. **Creative development**

88. Children's drawings and paintings are bold and colourful. They enjoy making up their own stories in role-play activities in the home corner. They use their imagination in physical education lessons when combining tunnels through which they crawl. They enjoy singing in music lessons and are beginning to record the sounds they can make with instruments on paper using symbols they have made up themselves. By the age of five all but the children who find speech most difficult reach the expected standards for their age.

88. **Physical development**

89. The limitations in the accommodation result in the lack of a safe, secure outdoor play area for children under five to use during the day. Provision is made for children to climb on some indoor equipment suitable for their age during physical education lessons. In these lesson most under-fives move confidently but a few are less secure and move particularly slowly. The lack of outdoor play equipment, including wheeled vehicles means that attainment in this area of learning is weaker than others by the age of five, particularly for some boys. By the age of five, children's control of small apparatus such as pencils and scissors is as expected for their age.

89. **ENGLISH, MATHEMATICS AND SCIENCE**

89. **English**

90. Pupils begin work on the National Curriculum at the age of five with levels of attainment that are in line with those found in other schools. Test results in 1999 show that by the time pupils leave the school, at age eleven years, 55 per cent of pupils achieved Level 4 or above in English. This is below the average nationally. In the 1999 Key Stage 1 national tests the percentage of pupils achieving Level 2 or above in reading and writing was below the national average with no pupils achieving the higher Level 3. However care should be taken in interpreting this data, due to the small cohort size. Inspection evidence indicates that by the end of the school year pupils at the end of both key stages are on target to achieve higher standards in reading, with less improvement in writing. Pupils with special educational needs make satisfactory progress. The previous inspection report stated that progress was patchy throughout the school, this has improved and progress is now satisfactory in all classes.

Speaking and listening

91. Standards of attainment in speaking and listening are broadly in line with expectations at the end of both key stages. Throughout the school pupils listen well to each other and to their teachers. They speak confidently in small and large groups and are developing wide vocabularies. In Key Stage 2, pupils in Year 6 and Year 5 demonstrate that they have listen with rapt attention during a whole-class reading session. They are confident to put forward their own opinions of the book and ask good questions to find out more information. Occasionally the teacher dominates the discussion and there are too few opportunities for pupils to make a contribution. In Year 3 and Year 4 the level of discussion is limited, however pupils listen very well and are able to pick out all the chronological references in the text. In Key Stage 1, pupils in all year groups are developing oral skills very well. They are given a clear focus for each lesson and listen very well to the interesting discussions, they are developing a very good

vocabulary both for literacy and for most other subjects of the National Curriculum. They follow instructions very well, and pupils in Year 2 listen very well to each other. Pupils in Year 1 and the reception year are developing listening skills at a very good rate. Some have poor diction but are nevertheless increasing their oral skills well. These pupils make good progress.

91. **Reading**

92. Standards of attainment in reading are broadly in line with expectations throughout the school. The school promotes very positive attitudes to reading, most pupils enjoy reading and are keen to talk about books. At the end of Key Stage 2, pupils in Year 6 and Year 5 have very good referencing skills and are competent at using non fiction books for research. They choose their own reading books knowledgeably using the information on the book's cover to help them select a book. Some higher attaining pupils have very good skills and are able to discuss the characters of Romeo and Juliet with aplomb. In Year 3 and Year 4 pupils are able to locate information by using an index and contents page, they are gaining an understanding of alphabetical order through good use of dictionaries. They enjoy their reading books and are able to talk about the stories confidently. At the end of Key Stage 1, pupils in Year 2 competently read the text from the big book aloud together. Most pupils can identify the rhyming words within the text. They know literacy terms, for example 'adjectives', 'homophones', and 'compound words'. They all enjoy reading and are steadily gaining a wide range of skills to use.

92. **Writing**

93. Standards of writing are generally below expectations at the end of both key stages. Throughout Key Stage 2, pupils write for a range of purposes, they have some opportunities to draft out their work before making a final copy, and have used story planning techniques to structure their writing well. However few pupils have extended the planning into a story. There are limited opportunities to make good use of their wide oral vocabulary in creative work, and opportunities to write for a wider range of purposes across the whole curriculum are missed. Pupils in Year 6 have a good understanding of the basic rules of grammar and punctuation. Spelling is usually accurate or plausible and pupils use dictionaries competently. The presentation of pupils' work is variable. Handwriting is generally good but pupils do not always pay sufficient attention to the need to be careful when working in other subjects. Throughout the school pupils are taught to form letters correctly and by the end of Key Stage 2 most are able to write fluently in a neat joined script. However too much attention is given to copying out texts and too little attention to giving pupils suitable opportunities to set out their own work neatly. The overuse of photocopied worksheets and the presentation of pupils' work in ring-binders does not provide pupils with sufficient motivation to present work well. At the end of Key Stage 1, most pupils write short pieces independently. They are beginning to use capital letters and full stops, and a few higher attaining pupils begin to use speech marks. Most pupils spell common words correctly, and most make use good of phonic skills to build up other words. The scrutiny of pupils' work shows that pupils in Year 2 have a limited range of experiences in writing, for example there are a large number of handwriting sheets, and several good story plans. However, few of the plans have been extended into suitable stories. Creative writing and opportunities to write for other subjects are limited, for example there are too few instances of report writing in science or planning in design and technology.

94. Pupils make sound progress overall. Throughout the school pupils are making good progress in reading, the school promotes very positive attitudes and pays good attention to developing pupils skills in phonics and in using non fiction books. Pupils are developing skills systematically in these areas. However, in writing skills pupils make unsatisfactory progress, due to the lack of opportunities for extended and creative writing both in the literacy hour and in other subjects of the National Curriculum. In Key Stage 2, pupils in Year 6 and Year 5 use time

well in lessons to extend and practice literacy skills. All the pupils are engaged in purposeful tasks, they concentrate well and are clearly experienced at working independently. In Key Stage 1 progress in literacy hours is good, there is a clear focus for each lesson and pupils are systematically developing their skills. For example, younger pupils learn to build up simple words independently. Pupils in Key Stage 1 make good progress in learning phonic sounds, they clearly enjoy this work, and particularly relish the long and complicated words, for example antonym. They make good use of their knowledge in reading and spelling.

95. Pupils with special educational needs make sound progress throughout the school. They are well supported by the special educational needs support assistants. Targets on pupils' individual plans are appropriate, and teachers set clear expectations and give clear explanations. Pupils explain what they have learned. In some small groups pupils working on additional literacy skills make good progress. The needs of some very able pupils are addressed very well, with individual education plans setting out a range of challenging targets. However, the lack of challenge in some group activities, combined with a relaxed attitude to time prevents some higher attaining pupils from making suitable progress.
96. Pupils' response to English lessons is good in Key Stage 1 and sound overall in Key Stage 2. In Key Stage 2 pupils enjoy the literacy hour. Pupils in Years 5 and 6 gasp and call out "Wow" as the pages of the shared text are turned. However in group work throughout the key stage some do not work well independently and interrupt the teachers, others work with little sense of urgency at independent tasks. In Key Stage 1, there is a purposeful buzz during group work, pupils in Year 2 work well independently and younger pupils are learning to do so. All the pupils collect the resources they will need for their tasks very quickly from a table monitor and set to work straight away wasting no time at all. Younger pupils laugh with delight when playing a word game with their teacher and they glow with pride when she praises them during the plenary at the end of the lesson. Throughout the school, teachers use positive approaches to manage behaviour, as a result, pupils consistently behave well.
97. The teaching of English is sound overall, and at Key Stage 1 it is good. Throughout the school it ranges from satisfactory to very good, with no unsatisfactory teaching. In the best lessons teachers have very high expectations, there is a very clear focus on the purpose of the lesson. Resources are prepared well and there is good targeting of questions to individuals, as a result the pace of these lessons is brisk. Teachers give clear explanations to their pupils, plan challenging activities and provide good homework tasks. They work well with the classroom support assistants and manage pupils' behaviour well. Most importantly learning is fun. In a few lessons the text was not well suited to the activity, occasionally it is too long and explanations to pupils are protracted, some group activities lack challenge, in these lessons the pace is too slow. In a few lessons the teacher dominates the discussion and there are too few opportunities for pupils to play an active part in the lesson. In some lessons, planning lacks detail and is not guiding the lesson sufficiently, as a result the lessons are not clearly focussed on what pupils are intended to learn.
98. There is a very positive and enthusiastic approach to the literacy hour. The introduction of the literacy hour has been well planned. However, the role and responsibilities of the subject coordinator for English have not been sufficiently well defined. Her role is currently more closely linked to management of resources, these are delegated to individual classroom teachers. As yet no effective monitoring of teachers' planning and pupils' work takes place. As a result standards in writing are not rising sufficiently. The very strong teamwork in the school, and the determination of the staff and governors to raise standards of attainment for all pupils means that the school is well placed to make the necessary improvements.
98. **Mathematics**

99. In the 1999 Key Stage 1 National Curriculum tests 55 per cent of pupils achieved Level 2 in mathematics. Nationally 87 per cent of pupils achieved Level 2 in mathematics. The results for pupils aged 11 in Year 6 in 1999 show that 77 per cent of pupils achieved Level 4; the average nationally was 68 per cent. These results suggest that the attainment of pupils aged seven in 1999 was below average and that of 11 year olds was above average. However results fluctuate considerably between years due to the small number of pupils in each cohort and overall percentages are not reliable. The position over the last three years has been that attainment has been broadly average.
100. The standard of work of pupils in Years 2 and 6 is average overall. There are strengths in the pupils' ability to calculate mentally as a result of the attention now being given to this aspect of their mathematical development. Year 1 pupils are able to recall rapidly number facts to ten, and to use these to find different ways of making 20. Year 2 pupils can make statements such as "six is 2 more than 4" and quickly spot that $10 + 5 + 1$ is equal to $11 + 5$, using this fact to help them add the numbers. They can identify odd and even numbers and produce block graphs of the pets owned in their class. They recognise and can name the common 2-dimensional shapes such as squares, hexagons, pentagons and circles. Higher attaining pupils in Year 2 can find many ways to make £1 using only 10p, 20p and 50p coins. Pupils in Year 6 are able to multiply two and three-digit numbers by ten and 100. Most can read, write and understand five and six-digit numbers. They can select the correct mathematical operation to use when solving word problems and use calculators effectively to help them solve problems. Pupils with special educational needs are developing their recall of number facts to 20 and reinforcing their understanding of three-digit numbers. The highest attaining pupil who follows an individual programme for some of his mathematics has a secure understanding of work such as graphing linear equations.
101. Overall, pupils are making the expected progress in building upon their existing knowledge, skills and understanding over time and this is reflected in the results of the various assessments carried out by teachers. Much of the progress in lessons during the inspection was good. The factors contributing to the good progress now being made in lessons are careful planning from the framework for teaching mathematics of the National Numeracy Strategy and the implementation of the three-part daily lesson which the teachers handle well. Pupils with special educational needs are making appropriate progress towards the targets set for them and some pupils with statements of special educational need, are making very good progress due to the good collaboration between the class teacher and classroom assistant and their own persistence and determination to improve.
102. Pupils' attitudes are good. They are interested in lessons and pupils in the Key Stage 1 class listen attentively to each other as they explain their work during the plenary part of their daily mathematics lesson. They take an active part in lessons. Some younger pupils in Key Stage 2 do not always pay the same attention in their lessons; this is generally when explanations are too long or the written tasks they are given are not challenging enough. Pupils behave well. Pupils in Years 3 and 4 expressed disappointment when their mathematics lesson came to an end. Pupils aged five to seven can explain the methods they have used to work out problems confidently and often volunteer comments such as "I know another way!" during the oral and mental starters to their lessons. When pupils in Years 5 and 6 are not sure that they understand what they have been asked to do, they are happy to say so. Pupils are interested in what they are learning and remember what they have been told, but do not always pay enough attention to the presentation of their written work which can be unsatisfactory, particularly in relation to their handwriting skills which are good.
103. The quality of teaching is good overall. A small amount at Key Stage 1 is excellent due to the detailed planning, high expectations, good links made to previous learning and careful choice of interesting tasks for all pupils. No unsatisfactory teaching was seen. The school is working well in implementing the National Numeracy Strategy, and the format of the daily mathematics

lesson is used particularly well to help develop pupils' oral and mental skills. Teachers have a secure command of the subject, which is reflected in the attention they pay to the use of correct mathematical vocabulary and in their explanations. Practical resources are used appropriately to help pupils learn, and are always well prepared. Time is generally used appropriately, but the pace of some lessons slows when too long is spent explaining or instructing. Teachers make useful interventions as pupils work to move them on in their learning. This was evident in a lesson for pupils in Years 3 and 4 where the teacher drew attention to what the pupils were doing to help them get the correct answer when converting between different units of measurement. Misunderstandings are usually spotted and dealt with by explanations to the class or group. In most lessons teachers take account of the wide variation in attainment in the class, for example by asking specific questions which lower attaining pupils can answer. However the written tasks that pupils are given do not always provide sufficient challenge and, as result, they are not making good progress in building upon their oral and practical work. Homework for all pupils aged seven to 11 reinforces the work done in class well and pupils are quick to remind the teacher if they think it might be forgotten.

104. A good range of assessment procedures are used to check pupils' understanding including the optional National Curriculum tests published by the Qualifications and Curriculum Agency for pupils in Years 3, 4 and 5. The results of these assessments are used well to help set targets for pupils at the end of Key Stages 1 and 2. However the use of assessment to help plan the next stages of pupils' learning, whilst satisfactory overall, is not as well developed. Some suitable mathematics software is used to help develop pupils' understanding of number and handling data but the contribution that information technology can make to the subject has not been exploited.

104. **Science**

105. Pupils begin work on the National Curriculum at the age of five with levels of attainment that are in line with those expected nationally. In the National Key Stage 2 test taken by 11 year olds in 1999 66 per cent achieved Level 4. The national average was 76 per cent. The small number of pupils in the cohort means that reliable comparisons cannot be made.

106. Inspection evidence indicates that pupils in Key Stage 1 achieve standards in line with national expectations in science, and overall these pupils make satisfactory progress. In Key Stage 2 for the current cohort, pupils' overall attainment in science is above average. These pupils make good progress. The previous inspection 1996, stated that standards were satisfactory at Key Stage 1 and unsatisfactory at Key Stage 2. Inspection evidence indicates that these standards have been maintained at Key Stage 1. At Key Stage 2 there is a significant improvement in the attainment of the present cohort. Pupils with special educational needs make the expected progress.

107. Pupils in Year 2 are able to recognise a fair test when investigating and timing how many jumps they can make. They label the external parts of the body accurately and name some bones in a skeleton. They have begun a study of the five senses, comparing the feel of warm and cold and various textures. They begin to describe the properties of a range of common materials in everyday terms, for example fur fabric, sandpaper and corrugated card. Pupils have developed good oral skills and are able to use some scientific vocabulary to describe their work. However there are few examples of pupils recording their observations, or making their own suggestions for finding out.

108. By the end of Year 6 pupils record data using charts and diagrams. They make comparisons and consider which equipment to use, reporting their evidence systematically. They use terms such as *evaporating*, *burning*, *separating* and *dissolving*, with confidence. Most pupils know how to wire up a circuit and know terms such as *series*, *circuit* and *parallel* when applied to

electricity. They use their knowledge of conventional circuits and electrical conductors to make suggestions and answer questions. They suggest a range of ways to measure the strength and length of a fuse for optimum performance. In addition a scrutiny of their work shows a wide range of activities relating to the solar system.

109. Pupils make good progress in Year 5 and Year 6, predicting and modifying their ideas when investigating electrical circuits. The good attention to developing investigational skills combined with a wide range of challenging activities, and a good mix of exposition and exploration, ensures that they have good opportunities to develop their knowledge, skills and understanding. Pupils in Year 2 make good progress in lessons due to high expectations of their oral work. Pupils discuss a set task in a group for a few minutes and have to report back to the whole class through one pupil. The clear explanation of what is expected enables them to focus consistently in the task and collaborate well when drawing conclusions. However the independent task for pupils that followed this good activity lacked challenge and did not develop their skills. The scrutiny of pupils' work in Year 2 indicates that progress over time is satisfactory, however, there are too few examples of pupils recording their predictions and results in a variety of simple charts table and reports.
110. Pupils with special educational needs make satisfactory progress. Teachers know their pupils well, and at least satisfactory teaching ensures good provision. There is inconsistency throughout the school in the provision of suitably challenging tasks for potentially higher attaining pupils. In some lessons this is well catered for, however generally there is a lack of rigour in teachers' planning, and consequently tasks are not always planned at a sufficiently challenging level.
111. The development of vocabulary in science is very good at Key Stage 1 and good at Key Stage 2. However insufficient opportunities are provided for pupils to use their writing skills to record their predictions and results in a variety of ways. Information technology is not used well in science and numeracy is not well supported. Although there are some good examples of pupils using data and charts in Year 5 and Year 6, generally there are too few examples of pupils using information technology for data handling, and numeracy for accurate measurement.
112. Pupils' attitudes are good. They are well behaved and most work responsibly, as for example, when they are engaged in exciting discussions in groups in Key Stage 1, using bags of ice cubes and hot water bottles, and in exciting experiments in Year 5 and Year 6 using electrical equipment. Pupils' recorded work is not always presented well, the large range of printed and photocopied worksheets prevents pupils from thinking about the presentation of their own work. When provided with challenging activities they sustain concentration both in carrying out investigations responsibly and in the completion of written work.
113. The overall quality of teaching is good, within the range of satisfactory to very good. The best lessons are characterised by good subject knowledge, a clear understanding of the concept being taught and work that is suited to the needs of all pupils. Very clear explanations are given and good use is made of the pupils' own ideas. Good opportunities are provided for pupils to collaborate and share ideas. The pace of lessons is good, with a good mix between pupils' investigation and teacher explanation. There is a good focus on safety. In some lessons weaknesses in planning were identified, for example shorter-term plans provided a running record of the lesson rather than identifying what it is that pupils are intended to learn. In a few lessons pupils are not set clear targets and work with little sense of urgency, and some investigations are too heavily directed by the teacher.

114. The coordinator is very knowledgeable and enthusiastic. Whilst the quality of leadership is satisfactory overall, there are weaknesses in the monitoring and development of science. For example although the results of national tests and assessments are carefully monitored, there are no initiatives in place to ensure that the coordinator knows of the current strengths and weaknesses in science. As a result it is difficult to know whether or not the subject is progressing in the ways that he thinks it should. The school has wisely decided to use the Qualifications and Curriculum Authority document to guide longer-term planning in science, and have allocated topics over a suitable period of time in both key stages. However the lack of clear guidance for using these documents results in some teachers dipping into the units rather than planning a systematic path in the development of specific knowledge and skills.

OTHER SUBJECTS OR COURSES

114. **Information technology**
114. Pupils aged seven achieve the national expectation at the end of Key Stage 1. By the end of Key Stage 2 pupils' do not achieve the national expectation because not enough controlling, monitoring and modelling activities take place. Progress is satisfactory at Key Stage 1 but unsatisfactory at Key Stage 2. All pupils do well when they have the chance to use information technology, and standards in the communication of information aspect of the subject are in line with those normally found nationally. Pupils' attainment in using information technology to communicate information has improved since the last inspection, but there are still weaknesses in controlling, monitoring and modelling at Key Stage 2. Pupils aged seven to eleven cannot apply information technology to appropriate tasks in control such as moving programmable devices or a 'screen turtle'; they do not use information technology for modelling and investigating patterns and relationships, for example using spreadsheets. The oldest pupils do not yet experience activities which enable them to use information technology to sense physical data such as temperature and display it.
115. All pupils show increased confidence and independence in using information technology as they move through the school. By the age of seven pupils are able to use a data handling package, a word processor and composition software to help them display and analyse data, prepare their writing for an audience and to compose simple melodies using symbols and a prompt card prepared by their teacher if they get into difficulties. Pupils in Years 3 and 4 build upon their previous learning to extend their use of word processing software by learning to use the spell-checking facility. Once taught this by their teacher they use it independently, without prompting later in the day during a writing activity. They can cut and paste text in order to improve its presentation. By the age of 11 most pupils are able to use electronic mail to communicate with others. They can carry out research using the Internet on topics that interest them such as films and can recall the names of a number of different search engines. Some can explain which are their favourites and give sensible reasons for their choice. Pupils are beginning to be able to combine pictures and text when presenting information, and can use a scanner.
116. Insufficient teaching was seen during the inspection to enable judgements to be made about its overall quality. Teachers' confidence has improved since the last inspection but problems with some of the equipment have meant that they have not made the best use of information technology across the curriculum. The decision to adopt the QCA schemes of work in preference to the school's own draft scheme of work due to the detail and support provided is sensible. However there is little evidence to suggest that this has yet had an impact upon standards and there is not yet a balanced programme for their pupils.
117. The school is in the first cohort of the National Grid for Learning. Whilst this has given staff and pupils a welcome and much-needed boost in resources, administrative and technical problems have taken up a great deal of the co-ordinator's time. The school is now hopeful that

all the problems are about to be resolved and that the good action plan for information technology can be implemented.

118. **Religious education**

118. At the end of Key Stage 1 attainment in religious education is in line with the expectations of the locally agreed syllabus, at the end of Key Stage 2 pupils achieve standards above the expectations of the locally agreed syllabus. This represents an improvement since the last inspection which reported that attainment and progress at Key Stage 2 were unsatisfactory. The requirements of the local agreed syllabus are met well.
119. Pupils at Key Stage 1 are making good progress in relation to their previous understanding. By the time they are in Year 2 they know some Bible stories and parables. Most pupils know some Christians attend church on Sundays. They understand that christening is the giving of a special name in church and some know that the Bible is a special book which can be found in a church. Most pupils have some knowledge and understanding of the moral messages contained in parables such as The Good Samaritan and can devise small plays that show they can understand these messages by applying them to their own lives. They can name significant places and people when talking about Hinduism.
120. The judgements about the attainment of pupils at Key Stage 2 is based upon scrutiny of pupils' work, teachers' planning and discussion with pupils. The pupils demonstrate a very good understanding of the purpose of the 'Ten Commandments' and can explain why they think they provide a good basis for behaviour. They conduct high quality discussion on the theme of sacrifice and can make connections with their own experience, giving examples of things that they can do that are kind, but do not actually involve them in making any sacrifices themselves. They have a good knowledge of a range of faiths including Sikhism, Buddhism and Hinduism, as well as Christianity. They can explain that the cross is an important symbol because "Jesus was crucified by the Romans because they thought he wanted to take over". They remember that He had to carry his own cross and can explain the Easter story well. The quality of their written work is often unsatisfactory due to the worksheets used for recording.
121. Pupils in Key stage 1 re-enact the story of The Good Samaritan with great enjoyment and listen very well to the story. When a pupil finds it difficult to co-operate during their group tasks, they treat him sensitively. Older pupils explain that the work they have enjoyed most has been on the Ten Commandments because they found it interesting to learn about these rules and to discuss in class what they thought of them. They treat the subject seriously and enjoy learning about different faiths by studying artefacts.
122. Insufficient evidence was available to enable secure judgements to be made on the quality of teaching overall as only one lesson was observed during the inspection. The quality of teaching in this lesson was excellent. Previous learning was reviewed rigorously with the class and links made to what they were about to learn. There was excellent development of pupils' oral skills that gave these Key Stage 1 pupils very good opportunities to work collaboratively. All pupils were involved actively, even when watching one another's plays, because the teacher gave them something to think about while watching. The pupils made very good progress in this lesson as a result of the quality of the teaching.
123. The local vicar works with older pupils on concepts such as 'commitment'. The school makes good use of the local church, holding Easter, Harvest and Christmas celebrations, and of visits during which younger pupils have engaged in the enactment of a christening during which they took the roles of parents, godparents and the congregation.

124. **Art**

124. It was not possible to observe sufficient art lessons to make judgements about the quality of teaching. Art and design and technology are studied in blocks and no recent artwork has been completed in Key Stage 2. Judgements about attainment and progress are based on a scrutiny of pupils' sketchbooks, artwork from Key Stage 1 and discussions with pupils.
125. The previous inspection report, April 1996, found that standards of art were broadly satisfactory in both key stages. At the time of this inspection, standards of attainment in Key Stage 1 are in line with those normally expected of pupils of this age, and pupils make satisfactory progress. In Key Stage 2 standards of attainment are above those normally expected of pupils of this age, and pupils make good progress, this represents an overall improvement.
126. Pupils in Year 2 paint self-portraits using good colour mixing techniques, they use a range of autumnal tones to print leaf patterns, and make collage pictures with the leaves. Pupils in Year 1 use blow paints to make patterns, and pupils in the reception year paint good pictures to illustrate nursery rhymes, controlling the brushes well and filling the page with their designs. In Year 5 and Year 6, pupils' sketchbooks show a good range of experiences. They experiment with colour tones and shades, and various drawing media including charcoal, oil pastels, and art pencils. They include good evaluations of their work making notes for their own use. They have made a good range of three-dimensional pieces, in discussion they are enthusiastic and knowledgeable. They have made imaginative use of photographs for collage and montage work. There are few examples of pupils studying the work of other artists.
127. Pupils have good attitudes to art, the enthusiasm for work they have completed is evident in their colourful descriptions, their sketchbooks show care and imagination, and considerable pride in their achievements.
128. The management of art is satisfactory. The school has a structured curriculum for art that sets out the skills that pupils should acquire at each key stage, and the variety and techniques with which they should work. This is very helpful to teachers. Information technology is integrated into the art curriculum through the use of computer programmes such as graphics packages.

129. **Design and technology**

129. Pupils begin work on design and technology at age five years with levels of attainment that are in line with national expectations. By the end of both key stages attainment is on course to be in line that normally expected, pupils make satisfactory progress overall. The last inspection reported that standards of attainment were above expectations in Key Stage 1 and below expectations in Key Stage 2. Inspection evidence indicates that, although there are some weaknesses in attainment, overall, the school has made the expected improvement in this subject at Key Stage 2.
130. Part of only one lesson observation was made during the inspection and a very limited quantity of work was available for scrutiny. In Key Stage 2 there was no recorded evidence of pupils' planning and evaluations, in Key Stage 1 very few written pieces of work were available. However, pupils in Year 5 and Year 6 have made shelters and are able to talk about the work that was undertaken to design and make these. Pupils in Year 2 were observed planning and designing a face with moving eyes. They know how to make a sliding mechanism, label their diagrams and list the materials and tools they will need. Pupils in Year 1 make a fulcrum lever and a simple sliding mechanism following the teachers instructions carefully. Pupils in the reception year investigate how to join materials using, for example, pins, a hole punch, string and paper clips. These pupils make good progress in the lesson seen.

131. Although pupils in both key stages are making satisfactory progress overall, they are not making enough progress in the design process over time. There are too few examples of pupils planning, designing and evaluating their own work, for example considering and recording the range of materials and tools they will need. Pupils with special educational needs make the expected progress.
132. Currently the subject makes too few contributions to literacy and numeracy, although some good specific vocabulary is used in Key Stage 1, however opportunities to compose lists, label objects and write reports are missed in both key stages. Numeracy skills are not used sufficiently in planning and recording information. Information technology is not yet used as an integral part of lessons.
133. Part of only one lesson was observed during the inspection and little finished work was available for scrutiny, therefore no judgement about the quality of teaching or pupils' response can be made. The very good lesson that was observed was characterised by very good organisation, a very clear focus on design and technology skills and vocabulary, and high expectations for independent work. During this lesson all the pupils concentrated well and persevered with difficult and fiddly materials. They used the resources with care and discussed their ideas confidently demonstrating high self-esteem.
134. A scrutiny of teachers' planning indicates that medium and shorter-term plans do not closely match the development of skills required in the programmes of study. Medium term plans do not indicate how pupils will systematically make progress, and shorter term planning generally identifies activities rather than specific learning objectives. As yet there is no system in place for monitoring standards of attainment throughout the school. The school has decided to use the Qualifications and Curriculum Authority document to guide planning, as yet no clear guidance has been drawn up to ensure appropriate use of the document in mixed age classes.

Geography

135. The work seen in the two lessons that took place during the inspection and the quality of pupils' previous work indicates that most pupils produce work that is of the standards normally found for their ages. Pupils make broadly satisfactory progress throughout the school. This reflects the findings of the previous inspection.
136. Scrutiny of pupils' work indicates that, at the end of Key Stage 1, most pupils have developed geographical skills and are able to explain geographical developments in their own area. They are able to locate the school on a local map and draw their route from home. A few pupils have developed some knowledge of places and are able to follow journeys of certain foods using a map of the world. At Key Stage 2, pupils' in Year 5 and Year 6 have studied rivers, including a field study trip to the river Nar. They identify and locate the main rivers of the United Kingdom on a map and have completed work on rainwater flow. They have considered the use and importance of rivers for economic and social purposes. In Year 3 and Year 4 pupils have begun a study of the weather and climate. They suggest local weather conditions, name the four seasons in a temperate climate and the two seasons in a tropical climate. Most use an atlas to locate the United Kingdom and a map key to identify world climates. Pupils make satisfactory progress in both key stages, however some activities lack challenge for higher attaining pupils.
137. Pupils have positive attitudes to the subject in Key Stage 1, they concentrate very well and most are keen to start their maps. In Key Stage 2 pupils in Year 3 and Year 4 have satisfactory attitudes, they are keen to take part in the discussion but the behaviour of some begins to deteriorate as the lesson progresses, their complete attention is regained when they begin to use the atlases.
138. Although some good oral literacy skills were observed, overall there is insufficient development of pupils' literacy and numeracy skills through the subject. Opportunities to write for a range of purposes are not used well, and there are too few examples of charts and data handling. However pupils in Year 3 and Year 4 use thermometers to measure temperatures in the classroom. Information technology is not yet used as an integral part of geography lessons.
139. Only one lesson was observed in each key stage during the inspection so it is not possible to make a secure judgement on the overall quality of teaching. However, the quality of teaching, in these lessons was satisfactory or better. The strengths in teaching are high expectations of involvement, which keep young pupils focussed on the geography task. Clear explanations and good organisation into groups with little time wasted, keeping the pace of the lesson brisk. There is a good use of specific vocabulary for example *climate* and *landscape*. However some activities last too long and pupils lose interest as a result.
140. Planning for geography is not yet sufficiently detailed to ensure that all groups of pupils make the expected progress. Although the school has begun to use the Qualifications and Curriculum Authority (QCA) document to guide longer-term planning in geography, as yet medium and shorter-term plans do not pay sufficient regard to the full demands of the curriculum. The topic on rivers drawn from the QCA document did not fulfil the expectation of the unit. The topic on climate and weather is not based firmly on the expected levels of attainment. As a result pupils are not always working at sufficiently challenging tasks and do not always cover an appropriate range of work in each unit. As yet there is no clear system for monitoring pupils' work and teachers' planning and issues relating to standards of attainment have not been identified.

141.

History

141. Pupils begin work on history at age five years with levels of attainment that are similar to those found normally in schools. By the end of both key stages attainment is in line with that normally

expected of pupils of this age. Pupils make sound progress overall. The last inspection reported that standards of attainment were broadly in line with expectations. These standards have been maintained.

142. Only one lesson observation was made during the inspection; judgements have been made from a scrutiny of pupils' work from the previous school year, the current school year and teachers' planning for both years. At the end of Key Stage 2, pupils in Year 6 record the key features of Tudor society, they look at political and economic influences as well as social factors. They know the names of the six wives of Henry VIII, and have considered the break with Rome and the dissolution of the monasteries. In previous work they have covered a wide range of aspects of Victorian economic history. At the end of Key Stage 1, pupils in Year 2 have good oral skills and are able to discuss old and new features of local architecture. A few pupils can ask suitable questions about a stone hot water bottle to determine its use. Most put forward a good range of suggestions for the use of several artefacts. There is very little evidence of recorded work, some pieces of work are unavailable for scrutiny, however the folding books that are displayed in the classroom are of good quality. Generally pupils have too few opportunities to use their writing skills in recording history in a variety of ways.
143. Pupils in both key stages make sound progress overall. Pupils in Year 6 have covered a suitable range of work and they begin to explain the consequences of some historical events, showing some understanding. However, there is limited evidence of pupils using a wide range of sources and artefacts, or undertaking individual research. Pupils in Year 2 make sound progress overall, covering a reasonable range of work, however the range of recorded evidence limits pupils' ability to organise and present their own work. The progress of pupils with special educational needs is sound overall.
144. The subject makes a sound contribution towards developing oral literacy skills. However opportunities to extend and develop written work through history are missed in both key stages, although in Year 5 and Year 6 there are some good examples of written work. Pupils widen their vocabulary, and over time have developed competence in using non-fiction texts. Pupils' numeracy skills are developed by sound use of calculations and estimates with a time line, indicating the dates of the Tudor kings and queens in relation to the present day.
145. Only one lesson was observed during the inspection, there is insufficient evidence to make a secure judgement about the quality of teaching overall and pupils response. However, in the lesson seen, the better features were the good management of pupils and good development of oral questioning. A clear focus on the purpose of the lesson throughout led to pupils developing better questioning techniques.
146. To support planning in the long term the school has made good use of the Qualifications and Curriculum Authority document and good use is made of local drama groups to support history topics. However medium and shorter-term planning lacks sufficient detail to ensure that pupils in all classes make systematic progress in history skills. There is no system for suitable monitoring of pupils' work and inconsistencies in the standards of work have been missed. It was not possible to interview the subject coordinator during the inspection.
147. **Music**
147. At the last inspection standards were broadly in line with expectations. These standards have been maintained at Key Stage 2 and improved at Key Stage 1. Pupils begin work on music at the age of five with levels of attainment that are in line with national expectations. By the end of Key Stage 1 their attainment is above that normally expected of pupils of this age. Pupils aged eleven are achieving standards in line with those found normally.

148. Pupils make good progress at Key Stage 1 and satisfactory progress at Key Stage 2. Key Stage 1 pupils that they have developed a good knowledge of musical vocabulary. Year 2 pupils know that instruments can be played by 'plucking' and 'shaking' and that a violin is played with a bow. They know that the trumpet is a member of the family of brass instruments and can describe with good understanding how air travels through the trumpet and the pitch is varied using valves. They remember that they have been listening to the music of Beethoven and are beginning to pick out repetitive elements when listening to music. They plan their compositions for weather music on paper using symbols to represent different sounds and all pupils at Key Stage 1 can perform from these graphic scores. Many are able to use composition software to help make up simple tunes.
149. By the age of 11 pupils complete tasks with greater overall demand. They widen their musical vocabulary and are beginning to understand and use words such as 'antiphony', 'polyphony' and 'homophony' when discussing the structure of compositions. Their compositions on the theme of rollercoasters are communicated on paper using graphic scores. They can sing short phrases as a round and suggest the use of overlapping to improve the texture of sounds.
150. All pupils participate in lessons with enjoyment. Older pupils enjoy singing syncopated rhythms and relationships with each other and the teacher are very good. A group of pupils was delighted that they were to be working with a boy with a statement of special educational need and he was equally delighted to be working with them. Pupils at Key Stage 1 handle musical instruments carefully when drawing them. They are interested in each other's compositions and listen attentively. They constantly ask questions of their teacher about her response to music and how to play the instruments when she is demonstrating. Pupils of all ages sing more tunefully and confidently in their own classrooms than they do to the taped music in assemblies.
151. The teaching is good overall. Some very good teaching was seen at Key Stage 1 where expectations of what pupils could achieve were high, interesting activities were planned and pupils' own work was used well to stimulate discussion. Homework is built on well at Key Stage 2 to help pupils improve their knowledge of composition. Suitable use is made of published materials to support the teaching at Key Stage 2 and teachers plan to cover all elements of the Programmes of Study over the year.
- 152.
152. **Physical education**
152. Only one games lesson and two swimming lessons were seen during the inspection. It is not, therefore possible to make secure judgements about attainment, progress and teaching except in relation to swimming.
153. Pupils in Years 3 and 4 sustain energetic activity over suitable periods of time during indoor games activities and make good progress. The majority are adept at throwing and catching when they play games such as benchball in teams. They can identify different types of throws and intercept the ball well. They listen to the teacher and follow his instructions well but do become excited and noisy as they play. A few pupils still have to learn about the need for sporting behaviour when playing together although the majority exhibit good teamwork during the lesson. They make good progress in this lesson as a result of the good teaching which uses the pupils' ideas well, helped them to improve their techniques and ensured that they adhered to the rules of the game.
154. The school has appropriate resources for physical education. The school's field is of a good size, the playground is appropriate for games, and the hall suitable for indoor activities. Resources maintained well.

The inspection of this school included a focussed view of swimming which is reported below.

155. By the end of Key Stage 2 pupils attain standards above those expected in swimming at the end of the key stage. Pupils clearly have access to good quality and effective teaching and instruction. They take part in a programme organised by the local authority and are taught under the supervision of a qualified swimming instructor, a teacher and a classroom assistant.
156. Non-swimmers are taught together in a beginner group in the learner pool, usually by the classroom assistant aided by a parent helper. They follow a carefully designed programme to increase confidence and learn early skills. After several sessions all are confident in the water, can float for ten seconds, travel for about five metres on their fronts without touching the pool floor. Most can push and glide on their backs and some can travel for five metres on their backs.
157. Swimmers are taught in two groups in the main pool which is of a good size. All of the intermediate group can jump into the water into a depth of 1.5m but a small minority lack the confidence at present to jump into water that is 3.4m deep. The pupils in the more advanced group are all very strong swimmers. A few have gained distance awards for swimming one mile. They have developed good stamina and, in the lesson seen, swam for about 20 minutes with few pauses. All can swim front crawl competently although some have rather a stiff straight arm action. They can swim back stroke and a few are able to do breast stroke.
158. The planned programme of skills has been designed by the swimming instructors and ensures that all pupils make good progress. The quality of teaching is good. The activities that the pupils, particularly those in the beginner group, undertake are fun and motivate the pupils to try harder and do better. Pupils are given useful feedback to help them improve and all adults pay very careful attention to the pupils' safety at all times.
159. A good record of skills accomplished by individual pupils is kept, and close liaison with the school provides a clear picture of individual pupils' progress. Pupils in Years 5 and 6 swim for 22 weeks each year. Pupils in Years 3 and 4 swim for 11 weeks. Little time is spent changing at the beginning and end of sessions, but the pupils are out of school for one hour and fifty minutes in order to attend a 30 minute lesson. This is mainly due to the fact that the pool is 12 miles away from the school. The village in which the school is situated has several deep ponds and the governors have therefore made it a priority to support the swimming programme financially. The school has arranged good transport at a relatively cheap cost which is shared with another school during the spring term. The arrangements for swimming provide good value for money.

PART C: INSPECTION DATA

160. SUMMARY OF INSPECTION EVIDENCE

- 160. The inspection was carried out by a team of three team inspectors including a lay inspector who, between them spent six working days at the school. During the period of the inspection 31 lessons or part lessons were observed. Inspectors attended assemblies, registration periods, playtimes and lunchtimes. Samples of pupils’ work were examined for each class for the academic year. Inspectors listened to a sample of 12 pupils read and discussed work with pupils.
- 161. A comprehensive range of school documentation was inspected. This included the school improvement development plan, the action plan from the previous inspection, the last inspection report, teachers’ planning and records, curriculum planning documents and policies. The records kept on pupils, sample reports sent to parents and school registers were inspected. Discussions were held with members of staff, pupils, the vicar of the local church, governors and the headteacher. The budget figures and the most recent audit report were examined.
- 162. A parents’ meeting held prior to the inspection was attended by 16 parents, at which they expressed their views about the work of the school. The responses to the 32 questionnaires completed by parents were taken into account during the inspection.

163.

DATA AND INDICATORS

163. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school’s register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	57	3	28	4

163. Teachers and classes

163. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	3.3
Number of pupils per qualified teacher:	18

163. Education support staff (YR – Y6)

Total number of education support staff:	4
Total aggregate hours worked each week:	<hr style="width: 100%; border: 0.5px solid black;"/> 63.5

Primary and nursery schools

Average class size:	<hr style="width: 100%; border: 0.5px solid black;"/> 20
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163. **Financial data**

Financial year:	1998-1999
	£
Total Income	117,800
Total Expenditure	150,474
Expenditure per pupil	2,427
Balance brought forward from previous year	8,169
Balance carried forward to next year	4,959

163. PARENTAL SURVEY

Number of questionnaires sent out:	41
Number of questionnaires returned:	32

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	69	31	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	66	31	3	0	0
The school handles complaints from parents well	33	50	13	3	0
The school gives me a clear understanding of what is taught	38	56	3	0	3
The school keeps me well informed about my child(ren)'s progress	53	41	0	6	0
The school enables my child(ren) to achieve a good standard of work	44	50	0	3	3
The school encourages children to get involved in more than just their daily lessons	38	53	6	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	41	47	6	3	3
The school's values and attitudes have a positive effect on my child(ren)	56	34	6	0	3
The school achieves high standards of good behaviour	50	44	0	3	3
My child(ren) like(s) school	59	38	3	0	0

163. Other issues raised by parents

Parents at the meeting held with the Registered Inspector before the inspection began expressed their strong support for the school and the improvements it had made since the last inspection. They were concerned about the decorative state of the buildings. Most present felt that the awards given to pupils who achieved 100 per cent attendance over the term were unhelpful to those children who had been ill whilst accepting that the intention had been to improve attendance.