

INSPECTION REPORT

ASLACTON COMMUNITY PRIMARY SCHOOL

Aslacton, Norwich.

LEA area: Norfolk

Unique reference number: 120779

Headteacher: Mr Rob Crawford-Condie

Reporting inspector: Mr Sean O'Toole
20891

Dates of inspection: 31st January – 2nd February 2000

Inspection number: 193661

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

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Church Road
Aslacton
Norwich

Postcode: NR15 2JH

Telephone number: 01379 677345

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs J Wenn

Date of previous inspection: February 1997

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|--------------------|----------------------|---------------------------|------------------------------------------------------------------------|
| Mr. S. O'Toole | Registered inspector | Mathematics | What sort of school is it? |
| | | Under fives | The school's results and achievements |
| | | Art | How well are the pupils taught? |
| | | Music | How well is the school led and managed? |
| | | | What should the school do to improve further? |
| Mrs. P. Willman | Lay inspector | Equal opportunities | Pupils' attitudes, values and personal development |
| | | | How well does the school care for its pupils? |
| | | | How well does the school work in partnership with parents? |
| Mrs. M. Sandercock | Team inspector | Special educational needs | How good are the curricular and other opportunities offered to pupils? |
| | | English | |
| | | Geography | |
| | | History | |
| | | Religious education | |
| Mr. A. Ford | Team inspector | Science | |
| | | Design and technology | |
| | | Physical education | |
| | | Information technology | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Aslacton Primary School has 95 pupils with an almost equal number of boys and girls. Most come from nearby villages and live in a mixture of housing typically found in a rural area. Few pupils have free school meals. A lower than average proportion has special educational needs. All pupils have English as their first language. Almost all children benefit from pre-school education and come with skills appropriate for their age. At the time of the inspection, six children in the Reception class were under five. There have been significant changes of staff since the previous inspection.

HOW GOOD THE SCHOOL IS

The school makes good provision for its pupils. Standards are rising, largely because of effective specialist teaching and the pupils' willingness to learn. The headteacher and governors work together well and have identified and remedied most of the school's areas of development identified in the previous inspection report. The school is well placed for further improvement. It provides satisfactory value for money.

What the school does well

- Well above average standards in English and mathematics at the end of Key Stage 1 in National Curriculum tests.
- Above average standards in mathematics, science, history and geography at the end of Key Stage 2.
- There is a strong sense of teamwork in the school contributes well to effective leadership and management of the school.
- The pupils enjoy learning and are well motivated; their good behaviour and positive relationships do much to enhance their progress.
- Parents make a good contribution to their children's learning and are very supportive of this caring school.
- There are good links with the community.
- The school's accommodation is excellent and learning is enhanced through the school's provision of outdoor facilities for environmental studies.

What could be improved

- The standards in information technology at the end of Key Stage 2.
- The better use of assessment to improve the rate at which pupils learn.
- The provision for and teaching of children under five.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has shown good improvement since the previous inspection (February 1997). The teaching in Key Stage 1 is much improved and includes a strong focus on basic skills which results in high standards in English and mathematics. The introduction of specialist teaching has pushed up standards in English, mathematics and science in Key Stage 2. The school has responded well to the needs of the more able pupils and in most lessons the teachers make sufficient demands of them. The curriculum is more effective although there are shortcomings in under-fives, art and music. Teaching has improved overall. The headteacher has built an effective team. The recently appointed governing body takes an active and well-informed interest in the school. The school has good capacity for further improvement and is on course to meet its targets.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1997 | 1998 | 1999 | 1999 |
| English | D | D | D | D |
| mathematics | C | D | B | C |
| science | B | C | B | B |

Key

well above average A

above average B

average C

below average D

well below average E

The school has maintained good performance in National Curriculum tests at the end of Key Stage 1. Standards were very high (being in the top five per cent nationally) in reading and well above average in mathematics and writing. The rate of improvement in Key Stage 2 has kept pace with national trends. Standards were below average in English in 1999 but they are now average. Pupils attain above average levels in science and mathematics. The school does well in science when compared with similar schools. Standards in information technology at Key Stage 2 are below average. In religious education the standards are in line with the expectations of the local agreed syllabus by the end of both key stages. Children under five attain the expected standards for their age, although their progress is not sufficiently rapid. There is good work in history and geography at Key Stage 2. The school has set realistic and achievable targets and is on course to meet them.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attitudes to the school | Good. In most lessons the pupils are well motivated and stay on task. They take a keen interest in the subjects although in a few lessons interest wanes when the teaching is insufficiently challenging. |
| Behaviour, in and out of classrooms | Good. The pupils play together well and have a good understanding of the differences between right and wrong. |
| Personal development and relationships | Good. The pupils' involvement in the development of the delightful external environment has encouraged their respect for and pride in their school. Relationships are good and older pupils are supportive of their younger school friends. Pupils are keen to help by carrying out tasks around the school. |
| Attendance | The pupils enjoy coming to school and attendance is satisfactory. |

Pupils show real enthusiasm when the tasks are challenging and achieve more success in well-structured lessons such as mathematics and English where learning proceeds at a brisk pace. Similarly in history in Key Stage 2 the teacher's enthusiasm infects the pupils with interest in the subject and spurs them on to deeper research. Children under five make satisfactory progress in their personal and social development; they behave well and share equipment and toys.

TEACHING AND LEARNING

| Teaching of pupils: | Aged up to 5 years | aged 5-7 years | aged 7-11 years |
|-------------------------|--------------------|----------------|-----------------|
| 30 lessons seen overall | Satisfactory | Satisfactory | Satisfactory |

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

The teaching was very good in 3 per cent of lessons, good in 48 per cent, satisfactory in 41 per cent and unsatisfactory in seven per cent. Unsatisfactory teaching was observed in physical education at Key Stage 2 and science at Key Stage 1. Basic skills in English and mathematics are taught well in both key stages. Teaching is satisfactory overall although in Reception there is some lack of experience and expertise. In both key stages, there is good teaching of pupils with special educational needs ably supported by classroom assistants. The good use of specialist teaching at Key Stage 2 for English, mathematics and science has impacted well on learning. In most lessons, more able pupils work to capacity. Teachers' subject knowledge in art and music is weak. The marking shows pupils how they might improve but needs to be more focused in some areas.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The quality and range of the curriculum | The school provides a satisfactory curriculum and there is a good focus on literacy and numeracy. There are gaps in the provision for art, music and information technology. There are now useful schemes of work for most subjects. There is some imbalance in the activities provided for children under five. |
| Provision for pupils with special educational needs | Good. The school provides effective support for the pupils and individual education plans are well focused and used to good effect by support staff. |
| Provision for pupils' personal development, including spiritual, moral, social and cultural development | Good overall. The school encourages the pupils' awareness of their responsibilities to society and of their cultural heritage. Although spiritual development is promoted satisfactorily some opportunities are missed in assemblies to extend the pupils' awareness. |
| How well the school cares for its pupils | The school is justifiably proud of the care it takes of the pupils. The teachers know them well and understand their needs. More emphasis is needed on the use of assessment to plan lessons. |

There are good relationships with parents and they feel involved in the life and work of the school. The curriculum is enriched through good visits and the stimulating environment around the school. The school focuses well on developing personal and social skills. There are no weaknesses in health and safety procedures.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership and management by the headteacher and other key staff | The headteacher provides good leadership and has developed a strong and committed team which works together well. Most responsibilities are shared and this has resulted in improving standards in the subjects. |
| How well the governors fulfil their responsibilities | Many of the governors are recently appointed; they show much enthusiasm. They are keenly involved in development planning and keep a good check on what is happening in the school. |
| The school's evaluation of its performance | The school has set clear targets for improvement and is rigorously pursuing them. The development plan provides a good focus for improvement and analysis of the school's results has helped to sharpen up teaching and learning although more needs to be done. |
| The strategic use of resources | The school manages its budget well and has a clear programme for improving its work. Good use is made of expertise in teaching and the support staff are effectively deployed. |

The accommodation is excellent. Most resources are good although there is a shortage of computers and some resources for art, religious education and history. There are sufficient staff although there is lack of expertise in the teaching of under-fives. Monitoring has improved and had a beneficial effect on teaching and planning. The school development plan is realistic and achievable. The very effective school secretary ensures that the school seeks best value in its purchases and contracts.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • The teaching of reading and writing. • The support for pupils with special educational needs and the more able. • Their children like school. • The good behaviour that springs from the school's effective promotion of discipline. • The staff listen to them and keep them informed of their children's progress. • The quality of teaching and how it helps their children to learn effectively. | <ul style="list-style-type: none"> • The provision of extra-curricular activities • The provision for information technology. |

The inspection team endorses the parents' views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The school has set sufficiently challenging targets for improving standards in English and mathematics. The introduction of specialist teaching at Key Stage 2 and the effective implementation of the National Literacy Strategy and National Numeracy Strategy have enabled the school to make good progress in meeting its goals and standards are rising. In the past, some of the results of National Curriculum tests have been too low. The headteacher and governors have got to grips with underachievement and the staff are working well to raise standards for all pupils. This commitment has included rigorous planning to meet the needs of the more able and effective provision for pupils with special educational needs so that they are able to make as much progress as possible. Inspection evidence shows that standards were too low in English in Key Stage 2 but are now at a satisfactory level and rising due to specialist teaching, effective analysis of the school's results and more rigour in monitoring what is achieved. In Key Stage 1 the pupils make good gains in English and mathematics and achieve well. The pupils perform at appropriate levels, taking into account their previous learning.
2. On admission to the school at the age of four most children have had the benefit of pre-school educational experience and start with levels of knowledge and understanding which are appropriate for their age. They make satisfactory progress in all of the areas of learning and by the age of five attain the Desirable Learning Outcomes in language and literacy, mathematics, knowledge and understanding of the world, creative and physical development. They become interested and competent learners and achieve appropriate skills in their personal and social development. However, the rate of learning in language and literacy is too slow as the opportunities provided do not have sufficient focus and challenge and some opportunities are lost to accelerate progress.
3. National Curriculum tests and assessment results at the end of Key Stage 1 show much improvement since the previous inspection. Standards rose very rapidly with a change in teacher and they have been maintained since then at good levels. Results of the 1999 National Curriculum tests in reading and mathematics are well above the national average and performance is well above that found in similar schools. In writing the standards are very high (being among the top five per cent of schools) both nationally and when compared with schools with similar intakes. The proportion of pupils attaining the higher level 3 is also well above average in reading, writing and mathematics. These results, maintained over two years, mark a good achievement for the school. They are due largely to well-focused teaching, which concentrates on developing basic skills and good and consistent practice both in lessons and at home. Teacher assessments in science show that all pupils attain the expected level but none attain the higher level 3. In all National Curriculum tests the girls did better than boys. This was due to the gender imbalance of the cohort and the proportion of boys who were on the school's register of special educational needs.
4. National Curriculum test results at the end of Key Stage 2 in 1999 show some improvement since the previous inspection and the trend matches national rates of improvement. Although standards in English have been consistently below the national average and below those of similar schools for three years the percentage of pupils with special educational needs has been consistently at 40 per cent in those cohorts and this has depressed the overall attainment level. The proportion of pupils attaining

the higher level 5 is close to the national average. In mathematics, standards have risen consistently and kept pace with the national trend. The school has raised standards from below average to above average over three years and standards are in line with similar schools. In science, standards are above average overall and the percentage of pupils attaining level 5 is also above average. This is due to specialist teaching, a good scheme of work and good resources. Boys and girls perform at similar levels in all three subjects.

5. Inspection evidence found a similar picture to the results of National Curriculum tests in most areas. Standards in reading, writing and mathematics at the end of Key Stage 1 are above average. The good quality of reading and interesting and imaginative writing prepares the pupils well for the next stage of learning. Having recognised the effectiveness of specialist teaching in science, which has helped to raise and maintain standards at an above average level, the headteacher and governors have introduced a similar approach to the teaching in English and mathematics. As a result, standards of achievement have risen. In the present Year 6, standards in English are average. The difference is due to the improved teaching and the impact of the National Literacy Strategy. Pupils read fluently and accurately. Their writing is interesting, grammatically correct, and usually includes the effective use of punctuation and correct spelling. The specialist teaching of mathematics has ensured a good rate of learning in the subject and achievement is above average. Particular strengths in these subjects include the development of writing skills and reading at Key Stage 1, a thorough understanding of number, and how to apply it to solving problems, at both key stages and a good understanding of scientific vocabulary and principles at Key Stage 2. There are some areas for further development which include more focus on data handling, more rigour in teaching reading skills to older pupils and more challenging work in Key Stage 1 science lessons.
6. Standards in speaking and listening are above average by the end of both key stages. However, colloquialisms and dialect have an adverse effect on the pupils' written work. Pupils apply their literacy skills well in researching for information from books. In Years 5 and 6 the pupils are able to take information in note form from several sources to make their research in homework effective. In history, they use research skills well to find out information from a variety of sources. The pupils use their numeracy skills well in other subjects. For example, in science they present some of their findings in charts and diagrams, although they rarely use graphs. Pupils in both key stages are familiar with timelines and their skills in ordering numbers are used well to sequence dates.
7. Standards in information technology are below average overall although at Key Stage 1 most pupils achieve the expected levels. Achievement in Key Stage 2 is below that expected due to lack of equipment and too few opportunities to use computers in other subjects. In religious education the pupils attain the expectations of the local agreed syllabus and in Key Stage 2 they have good knowledge of Christianity although their knowledge of other major religions is weak.
8. In the other subjects, the pupils achieve appropriate standards for their age. There are some strengths, for example, achievement in swimming is good. In Key Stage 2 the pupils have a good understanding of chronology and interpret data well. In geography the pupils have a good grasp of grid references and use a street map and town plan effectively. Weaknesses include the Key Stage 2 pupils' lack of confidence in dance. In both key stages, the pupils have limited knowledge of famous artists and their skills in appraising music and recognising composers are unsatisfactory.
9. In relation to prior attainment, pupils with special educational needs between the ages of five and eleven make good progress in learning basic skills. Their development,

although below that of other pupils, keeps pace well. Throughout the school, teachers devise carefully prepared individual education plans with precise learning targets. Targets are shared with pupils, and support staff and teachers work together well to set appropriate challenges and this good support enables pupils to work carefully and steadily towards their targets. Clear explanation, small groups, and the keeping of concise records, which monitor progress closely, ensure good progress.

Pupils' attitudes, values and personal development

10. Pupils' attitudes, values and personal development are good overall. The majority of pupils are keen to talk about their school and confidently express their opinions about aspects of school life that they particularly enjoy. These positive features impact well on their learning and attainment. The overall quality of these aspects of pupils' development has been maintained well since the last inspection. During their time in school pupils successfully develop a socially responsible attitude to the school and to the wider community.
11. Children who are under five in the Reception class arrive at school in good time and settle happily into the day. They understand the routines of the classroom and respond with enthusiasm to the opportunities provided. They work happily together, choosing activities and sharing the resources. There are times when some children lose concentration when they find the task too difficult. Their behaviour is good overall although over-enthusiasm does, at times, lead to calling out and not listening carefully to each other or to their teacher. The children are proud of what they achieve and keen to show their classmates their pictures of, for example, catkins. They make satisfactory progress in developing independence and appropriate personal and social skills. They enjoy coming to school and their attendance is satisfactory.
12. In both key stages, pupils' attitudes to school are good. All the parents who returned the questionnaire prior to the inspection agree that their children like school and this was confirmed in talking to the pupils. They respond with enthusiasm to lessons which are interesting and challenging. For example, Class 3 pupils were fully involved and excited when learning about life in Ancient Greece, cooking and making masks, enjoying the practical nature of the activities. The enthusiasm of the Class 2 teacher in a dance lesson transmitted itself to the pupils and they tried hard to improve their performance. Most pupils have positive attitudes to the structure of literacy sessions and particularly enjoy group work when the tasks are sharply focused, as in a Class 4 lesson on writing poetry. In a few lessons, pupils lost interest and became noisy and restless, primarily because the teaching was not well structured and sufficiently challenging and this had a detrimental impact on the learning of the whole class. Pupils are keen to contribute to discussions in lessons, but at times do not listen quietly when others are talking and talk amongst themselves, which detracts from the overall quality of the discussion. Talks with pupils indicate that they try hard to gain the awards and praise for good work or behaviour and the majority of parents feel that the school encourages their children to work hard. Pupils with special educational needs take part in all aspects of school life and do so with enthusiasm and interest.
13. Pupils' behaviour in the majority of lessons and around the school is good and this confirms parents' views. Pupils, including those with special educational needs, clearly understand the school's expectations with regard to their behaviour. They know the difference between acceptable and unacceptable behaviour and are well aware of what happens to them if they misbehave. Pupils move around the school purposefully and sensibly and behaviour in the playground, although lively and boisterous, is good overall. Behaviour in the dining hall is sociable and pupils chat happily to each other. They are polite to each other and to adults. There have been no exclusions.

14. Pupils' personal development is good. Their relationships are good and help to create a calm and purposeful atmosphere in the school. As they move through the school, they develop into increasingly mature and sensible young people, with a good sense of responsibility towards the school community. They willingly carry out classroom jobs and the older pupils are aware of their responsibility for the welfare of the younger pupils and of setting a good example for the rest of the school community. Pupils have constructive relationships with each other. They work co-operatively in groups and pairs and can organise tasks within a group in a sensible and productive, if sometimes noisy, manner. Pupils do express some concern about bullying, but acknowledge that this relates to a very small number of pupils and they are confident that the school does what it can to deal with it. They understand the need to tell an adult if they are concerned about this. Pupils are trustworthy and treat the school's resources with care. Their involvement in the development of the delightful external environment has encouraged their respect for and pride in their school.
15. Attendance at the school is in line with the national average and is satisfactory. Although most absence relates to illness, there are a small number of parents who take their children on holiday during term time. There is no recorded unauthorised absence. Pupils are mostly punctual, registration is quick and efficient and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

16. Throughout the school most of the teaching is at least satisfactory and about half is good. This has a beneficial effect on pupils' learning particularly in mathematics, English, history and science. In most lessons, more able pupils are challenged and they work to capacity. Occasionally, the rate of learning is too slow, for example when the tasks are not challenging enough, as in science in Key Stage 1, and where discipline is not firm enough, as in physical education in Key Stage 2.
17. Basic skills such as spelling, grammar, punctuation and number are taught well in both key stages. In Key Stage 1 the teacher has good subject knowledge and much experience in developing the pupils' reading and writing skills. There is a good focus on regular homework and practice, and the good involvement of parents ensures that learning proceeds at a good pace. In both key stages the staff follow national guidelines for literacy and numeracy and keep the pupils on task through well-focused questions which challenge all abilities. The pupils respond well in most of these lessons by working productively and taking care with spelling, grammar and punctuation and being accurate in their calculations. The teachers make sure that the pupils know what is to be taught and how they are to respond. The pupils rise well to this challenge and are well focused right from the start of lessons. Teachers focus well on developing knowledge of unfamiliar words and using letter sounds to build words. However, in Key Stage 2 more needs to be done to ensure that pupils' skills in skimming and scanning text as well as predicting the outcomes of stories are developed. The teaching of mathematics is good due to specialist teaching and good subject knowledge of the teachers which helps to inspire confidence in the pupils. Teachers emphasise the good use of literacy and numeracy skills in other subjects.
18. The teaching of pupils with special educational needs is good. There are good relationships between teachers, support staff and pupils and there are appropriate individual education plans in place which challenge pupils well. These have clear, concise targets, which are shared with pupils and are very closely monitored by support staff. For example, a group of Key Stage 1 pupils working with a support assistant in an English class, had individual targets 'to form lower case letters

correctly' and 'to introduce the 'ch' blend' and after the lesson, an assessment of progress was made and discussed with both teacher and pupils. Good management of both pupils and resources makes the learning effective. Teachers deploy support assistants well, and they use their time effectively, sitting close to pupils with special educational needs in whole class sessions and quietly clarifying points, and settling groups quickly to their selected task in group work sessions. A good range of books at appropriate reading and interest levels ensures that pupils with special educational needs have a wide choice, which contributes well to their enthusiasm and good progress in reading.

19. The teaching of children under five is satisfactory although there are some shortcomings due to lack of expertise in organising learning. Planning is satisfactory and following good support from other staff and in-service training the teacher is gaining confidence. However, more emphasis is needed on matching the tasks to the children's needs, and on providing challenging and structured activities. In the children's creative development the teacher achieves a good balance between intervention and direct teaching of skills resulting in excited and interested learners who achieve much in a short time. In other lessons the class is too noisy and easily distracted and the pace of learning drops. The teacher makes good use of support staff and volunteers and prepares well. Relationships with the children are good and praise and encouragement are used effectively. There is some good use of information from the children's assessment on admission and regular and accurate records are kept, although they are not used sufficiently to plan work.
20. The teaching has improved since the previous inspection with much better quality work being done in Key Stage 1. The good use of specialist teaching at Key Stage 2 for English, mathematics and science has impacted well on learning and pupils make good gains in these subjects. Teachers' subject knowledge of information technology has improved and there is better use of resources and artefacts in geography and history. Teachers' subject knowledge is good in most subjects and, in history in Years 5 and 6, the real enthusiasm of the teacher inspires effective learning and a thirst for knowledge. The teachers expect the pupils to work hard and to complete their work within time limits; the pupils respond well and work hard. In most lessons discipline is good as the tasks set are appropriate for all levels of ability but occasionally the lack of teacher confidence and slow paced lessons result in loss of concentration and immature behaviour, as in dance in Years 3 and 4.
21. The pupils make good gains in learning new knowledge and skills and have a clear understanding of the work they do. This is due to careful explanation by the teachers. In those lessons which are most interesting, such as history and mathematics, the pupils apply themselves well and make a concerted effort to do their best. In a few lessons this is not the case and the pupils lose interest and produce work of satisfactory quality which is not their best, for example, in a science lesson in Key Stage 1 the pupils were not challenged enough and become bored and restless.
22. The teachers have begun to set targets for the pupils, although these are not followed up with sufficient rigour. Marking is done carefully and regularly although there is inconsistent guidance to help the pupils to improve. Some good discussions took place with the pupils during lessons when teachers spent time analysing work and pointing out where work could be improved. Homework is used regularly although little was seen during the inspection. The pupils read regularly in school and at home and this is very effective in Key Stage 1. Weekly spelling tests and checks on the learning of multiplication facts are used well to encourage the pupils to learn at home. In addition, in Years 5 and 6 the pupils complete extended topics which are challenging and informative.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

23. The previous inspection report indicated that the National Curriculum was not fully established and that there were gaps in provision for mathematics, English at Key Stage 2, science at Key Stage 1 and music. Although the weaknesses in mathematics, English and science have now been remedied and the curriculum is now satisfactory overall, there is still a weakness in the provision of music. Pupils at the end of Key Stage 2 have limited knowledge of famous composers and there are insufficient opportunities for pupils to listen to music and talk about what they have heard. Specialist teaching has been introduced to address this weakness but, as yet, the effects are not being felt throughout the school. The last report noted some underachievement in writing at Key Stage 1 and in history among higher attaining pupils at Key Stage 2. These weaknesses have been positively dealt with. Provision for history is now a strength, additional challenges for higher attaining pupils in history at Key Stage 2 are good and the needs of all pupils are met.
24. The curriculum meets statutory requirements. All National Curriculum subjects are taught and the local agreed syllabus for religious education is used appropriately. The provision for personal, social and health education is satisfactory. Pupils receive appropriate information about sex and drugs, and health education is promoted primarily through the science curriculum. The curriculum provided for children under five is satisfactory, and they are well prepared for the National Curriculum. However, there is a lack of balance between teacher directed activities and activities chosen by the children. This results in insufficient challenge in tasks, and learning opportunities are missed. A strength of the curriculum is the provision in history and geography at Key Stage 2. Teachers' high levels of knowledge and enthusiasm ensure that good opportunities are given and that pupils make good progress. During the current inspection, an insufficient number of computers at Key Stage 2 limited opportunities for teaching information technology skills and for using computers in all subjects. However, scrutiny of planning indicates that the curriculum for information technology is good and new computers have been ordered. The curriculum in art does not provide sufficient opportunities for pupils to study the work of famous artists, and pupils' knowledge of composers is limited.
25. The school has satisfactory policies in place for teaching all subjects and has adopted national guidelines. By combining these with the national strategies for literacy and numeracy and the local agreed syllabus for religious education, planning meets the needs of all pupils in all areas of the curriculum. A well structured teaching and learning policy is beginning to have a positive impact.
26. The code of practice relating to pupils with special educational needs is appropriately implemented and statutory requirements for the review of statements are met. The curriculum provided for pupils with special educational needs is satisfactory for under-fives and good at Key Stage 1 and Key Stage 2. Pupils are fully involved in all activities and in all areas of the curriculum. Challenges are appropriately adapted to their needs and to targets identified on their individual education plans. The school ensures that all pupils, including those with special educational needs, have equality of access to the curriculum and to extra-curricular activities.
27. The school has introduced the national strategies for teaching numeracy and literacy to good effect throughout Key Stage 1 and Key Stage 2 and pupils use their skills well across the whole curriculum. Specialist teaching has been introduced at Key Stage 2 to good effect, ensuring that higher attaining pupils are now challenged sufficiently.

28. The school continues to provide a satisfactory range of extra-curricular activities covering sporting and musical activities and the school is used for activities organised by outside providers which pupils from the school attend, for example the dance school. The conservation club promotes good opportunities for learning about the environment and in this rural school is particularly effective. The school provides a variety of activities through the year including a safe cycling course and book fair. A residential visit is undertaken every 2 years, which gives good support to learning in history, geography and information technology as well as enhancing pupils' social development.
29. The school has a good homework policy, which ensures that all pupils have the opportunity to extend the school curriculum with the support of their parents at home. The youngest pupils take reading books home, and there is an established pattern throughout the school of parents hearing pupils read and of encouraging good use of the library. The amount of work increases as pupils move through the school to Year 6 and special projects are undertaken. Pupils have good support from school and home in completing their tasks. Research into the European Union provides opportunities for families to learn together, and many pupils use the Internet for their research at home. Parents feel that the amount of homework prepares pupils well for secondary school, and inspection evidence confirms this.
30. The school makes good provision for pupils' moral, social and cultural development and satisfactory provision for spiritual development. In some assemblies opportunities are missed to extend the pupils' thinking and to share in reflections on spiritual issues. Although the daily act of collective worship meets requirements it does not provide a focus for inspiration. The school has a strong moral code and the staff provide good role models in the way they work together. Rules are clearly displayed and discussions about right and wrong help the pupils to appreciate their responsibility within the community. The school promotes social awareness well through its projects on caring for the environment. Pupils are encouraged to recycle materials and to take a pride in their school and the neighbourhood. Fund raising to support local and national charities is encouraged and pupils are made aware of the needs of different groups in both Britain and other countries. They are also given opportunities to think about and influence the development of their school grounds so extending a sense of citizenship. The school promotes a good understanding of the different cultures in Britain through visits, visitors and geographical and historical studies.
31. Links with other schools are good. The school belongs to a cluster of schools who meet regularly, share training and resources. One of the smaller schools regularly uses the school hall for physical education. Liaison with the main secondary school is good and transfer procedures ensure a continuity of care and advice for the pupils. Co-ordination and co-operation between special educational needs co-ordinators in the schools are good.
32. The school is an integral part of the local community and this has a beneficial effect on pupils' experience of learning and their personal development. There are close links with nearby village churches and the clergy are regular visitors to the school, taking assemblies. The pupils visit the churches as part of their religious education and in support of geography studies. They also take a full part in village activities and many belong to the church youth club. The pupils raise money for national and local charities. Through the Friends' organisation, the school receives a good level of support from local business and industry in the form of raffle prizes, advertising in the Millennium Calendar and help with costs for the balloon race. Class 3 have established an Internet link with a school in Sandringham through which they have exchanged photographs and information, and some of the contacts that were made as a result of the balloon race have been maintained.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The pastoral care the school provides for pupils is good and effectively ensures that during their time in school they feel confident and happy and able to concentrate on their learning. The good relationship between the class teachers, support staff and the pupils is an important element in the care provided for pupils. The quality of this care has been maintained well since the last inspection.
34. Although the procedures for assessing pupils' academic attainment and progress are satisfactory, the data gathered is not always used effectively to promote consistent progress through the school. There are useful procedures for assessment and good use is made of analysis of National Curriculum test results to set targets and to pinpoint differences in attainment in groups of pupils. In lessons assessment is used to inform planning but more needs to be done to identify needs of pupils so that their progress can be accelerated. This is particularly so with regard to children under five who often are not challenged sufficiently. The school assesses the children on admission and accurate records of progress are kept but the information is not used well to set work which matches the children's skills and ability. In addition, in the mixed aged classes, more focus is needed on the differing needs of the age groups. Pupils with special educational needs are assessed effectively and the information is used well to produce sharply focused individual education plans which provide clear guidance on the next steps in learning.
35. Children who are under five in the Reception class are well cared for in a calm and pleasant atmosphere. The induction procedures for both children and parents are very good and the children settle quickly and happily into the routines of the classroom. Parents are encouraged to take their children into the classroom in the mornings and this gives them a good opportunity to speak informally to the class teacher about any small matters of concern. Children quickly learn what is expected of them and staff consistently reinforce good work and behaviour with praise.
36. The welfare of all the pupils is an important priority for the school. Class teachers welcome the pupils into school in the morning and exchange any relevant information with parents. Pupils comment that they would feel comfortable in talking to their teacher about any worries they may have, either personal or academic. Other adults in the school also know the pupils well and this ensures a continuity of care throughout the school day. The quality of supervision during the mid-day break is good. There are appropriate systems of communication between the mid-day staff, the class teachers and the headteacher to ensure that all are aware of any incident which may affect a pupil during the afternoon session.
37. The procedures the school has to govern health and safety and child protection are good. Regular risk assessments are carried out by the headteacher and governors and procedures for fire drill and first aid are good. The headteacher is the designated member of staff for child protection and has received appropriate training. Staff awareness of this aspect of care is maintained by discussion at staff meetings. Pupils are taught about healthy eating and about how to keep themselves safe.
38. Attendance is monitored effectively by class teachers, absence is followed up well and there is no unauthorised absence. Parents are regularly reminded through the newsletter to bring their children to school on time and the majority of parents cooperate very well in this respect. Class teachers monitor pupils' personal development informally, but effectively. They know the pupils well and are aware of any particular circumstances which may have an effect on individual performance. The school has procedures for recording instances of poor behaviour, but these are rarely used. In

practice, all staff are aware of any pupil who persistently misbehaves and this ensures a consistency in any remedial action required. There are, however, inconsistencies in the approach of class teachers to the way in which they manage the behaviour of pupils in lessons. Expectations of good behaviour are not always high enough and sometimes pupils are allowed to talk when others are talking and, in some cases, interrupt. Pupils are quite clear about what constitutes acceptable and unacceptable behaviour and respect the rules of the school community. There are good procedures for dealing with bullying and pupils understand the need to tell an adult if they are worried about this.

39. The school provides effective support and advice for pupils in terms of their pastoral care and personal and social development. Problems that arise are recognised quickly and support provided as appropriate. Pupils are well motivated by the system of rewards and praise.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. There is a good partnership between the school and home which has a beneficial impact on pupils' attainment and on the quality of their learning experience. The quality of this relationship has improved since the last inspection.
41. Parents are very supportive of the work of the school and value the educational opportunities provided and the good care that the school takes of their children. Evidence from the inspection supports the very positive views expressed by parents at the meeting and through the parental questionnaire. The information for parents about the school is practical and comprehensive. Parents of children in the Reception Class comment that the information provided and induction procedures for both the children and the parents are very helpful and facilitate a happy start to school life for these young children. Day-to-day information about activities in the school is sent out by means of regular newsletters, supplemented with letters on specific subjects. All parents attend the formal consultation evenings and parents know that they are always welcome to talk to teachers if they have a specific concern or simply wish for more information. Pupils' annual reports are of very good quality overall.
42. Parents' involvement in school life is very good. They are encouraged to help in school and many accompany classes on visits and walks. The school involves the parents in the decision-making process. In November, parents were invited to a working meeting to discuss a vision for the future development of the school and many of the ideas generated by this meeting are being considered for incorporation into the school development plan. The majority of parents have responded positively to the Home/School Agreement and all parties take their responsibilities under this agreement seriously. The Friends' Association makes a very positive contribution to the social life of the school. It organises a wide range of interesting activities and the funds raised as a result are used to supplement the resources of the school and provide "extras" for the pupils. The success of the recent visit to the theatre to see Cinderella is obvious in the displays around the school and the excitement of the children when talking about it. The recent purchase of the electronic organ was made specifically to raise the profile of music in the school.
43. The majority of parents are happy with the amount of homework that the school provides and most willingly help their children at home with reading, spelling, tables and project work. Parents receive regular information about what their children are learning in class and the school organises curriculum workshops to provide parents with more information about specific areas of learning. This enables parents to focus their help in a more constructive manner. This good level of involvement of parents in their children's learning has a positive impact on their attainment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The headteacher provides good and firm leadership which has contributed much to the school's improvement since the previous inspection. He balances a heavy teaching commitment with management duties well and is readily available to parents. Parents feel that the school is managed effectively and their confidence is justified by inspection evidence. There is good commitment to ensuring that all pupils are supported and cared for regardless of background, race or culture. The school's ethos is reflected not only in its aims and values but promoted by all staff and governors for the benefit of the pupils. The school has made good improvement since the previous inspection and is well placed for further development due to the commitment of a small but hard-working team.
45. The school development plan is a useful and well-focused document which provides realistic and achievable goals. The staff and governors work together on setting priorities and are involved in monitoring the school's success. The objectives achieve an effective balance between national, local and school issues so that much is done to improve the quality of education. The headteacher and governors have a good understanding of the school's strengths and weaknesses and focus well on remedying them. For example, good decisions have been made to use funds to provide specialist teaching in science and, with the resultant rise in standards, this has been money well spent. Since the previous inspection there has been a significant turnover of staff and some absence through illness. The school has coped well with these difficulties and the effective systems in place have ensured that the work of the school has not been hampered.
46. Despite the limited number of personnel, the headteacher and staff together with the governors have begun to monitor and evaluate the school's work. Although more needs to be done to ensure greater consistency in the teaching of under-fives much has been achieved in developing approaches to planning and the monitoring of pupils' work to ensure consistency. Results of analysis of the school's performance in National Curriculum tests have led to the specialist teaching of mathematics and English and a subsequent rise in standards. The governors, most appointed within the previous few months, take their responsibilities seriously and ensure that statutory requirements are met. They have a keen interest in literacy and numeracy and meet with staff to discuss curriculum changes so that they are well informed.
47. A strength of the school is the high level of teamwork, which exists between all teaching, and non-teaching staff and governors, who share a good level of commitment to improvement. They have the skills, dedication and confidence to move the school forward. Teachers form an effective and harmonious team. Each has responsibility for several agreed areas of the curriculum and good subject knowledge is clearly evident. Overall there is a good balance between levels of experience and expertise, though there are minor weaknesses, which the governing body has taken steps to remedy. The overall match of teachers and support staff to meet the demands of the curriculum and the needs of all pupils at Key Stage 1 and Key Stage 2 is good. However, expertise in music is lacking. The governing body employs a specialist teacher for this subject but this appointment has made insufficient impact as yet. Provision of teaching staff for under-fives does not yet meet children's needs, although some training has been supplied. Inexperience and lack of expertise leads to an inconsistent rate of learning. A very well qualified classroom assistant supports the children's learning in the Reception class.
48. Good teamwork and the sharing of knowledge and expertise ensure that newly appointed staff are well supported and quickly integrated. The headteacher and

governing body pay due regard to teachers' strengths in providing for their professional development. Teaching and non-teaching staff attend training courses to further their own development and to improve the quality of provision in line with the requirements of the school development plan and national programmes. Since the last inspection the emphasis on professional development, particularly in management skills, has been strengthened and responsibilities for advising colleagues and planning for the subjects of the curriculum have been balanced more appropriately, taking into account the strengths and interests of new staff, and the needs of the school. Training and changes in responsibilities have been used to good effect, and the introduction of specialist teaching at Key Stage 2 in response to the need to improve standards is having a positive impact on pupils' attainment. The school has the potential to be an effective provider of initial teacher training, although there are practical problems due to its isolation, and the existing heavy load of management responsibilities on this small team of teaching staff.

49. The governing body's planning for the development of the school is good. Plans for spending are clear and well linked to the need to improve standards. Two minor recommendations in the last audit report have been acted upon and the school has an efficient and effective financial management system in place. At the time of the last inspection, resources were efficiently managed and appropriately targeted at priorities identified in the plans for development. There has been an improvement in the management of resources, and financial management at the school is now good. The systems for financial administration are very good. The secretary is very well qualified and very efficient. The school applies the principles of best value to its purchasing policy and seeks to ensure that supplies and services are purchased at the best price. The very competent secretary monitors spending, and makes good use of statistical analysis to ensure best value in comparison with other schools. The headteacher analyses National Curriculum test results to pinpoint areas for development and uses this information effectively. Financial administration is unobtrusive and supports teaching and learning very effectively. The governing body which receives regular financial reports carefully monitors spending. The governors question percentages for spending in each area of the budget, and ensure that income and expenditure are accurately balanced. Overspends and reimbursements, related for example, to staff absences are investigated and there is a clear emphasis on spending having the greatest positive impact on the greatest number of pupils to ensure value for money.
50. Although the provision of computers is insufficient for pupils' needs, plans are in place for this to be remedied. The secretary and teaching staff have a very high level of competence in using new technologies and this is very effectively used to support the smooth running of the school. Allocation and spending of specific grants for their designated purpose are very good. During the last two years the school has rightly focussed on literacy and numeracy, and spending of available money from government for these two areas has been very carefully planned and very well controlled. Specialist teachers have used their expertise to ensure pupils' needs and the needs of the National Numeracy and Literacy Strategies are well provisioned. Resources like big books have been purchased to improve resource levels for all age groups, and the school has ensured a very good match between the allocation of funds and expenditure, supplementing these funds from the school budget to ensure best provision. Spending on literacy and numeracy is having a positive impact on raising standards in both key stages.
51. The funds allocated to the school to support pupils with special educational needs are used very well, the main focus of expenditure being the provision of very capable classroom support assistants, who support the teaching team and pupils very efficiently. They help individual pupils with special educational needs and support them

in groups, and enable teachers to split mixed age classes for small group instruction. The school monitors their use and effectiveness and has recognised improvements in performance by pupils receiving support. Effective and very detailed records kept by both classroom assistants relating to tasks undertaken by these pupils ensure that progress made towards the targets on pupils' individual education plans is monitored closely.

52. The building and external environment provide excellent accommodation for teaching and learning. Internally, the school is light, airy, clean and well maintained and this creates a very pleasant atmosphere which is conducive to learning. The hall is large and allows for the full range of physical education activities to be taught as well as contributing to the quality of music and drama productions. All classrooms are generously sized for the numbers on roll. The wide corridor between the classrooms provides a good library as well as a small partitioned area which is used for specific work with pupils with special educational needs. The displays of pupils' work celebrate their achievements and encourage pupils to take pride in their work. As well as a small play area for use by Reception children for outdoor play during the day, there is also a very good hard play area, surrounded by seating, leading to an adventure playground. By planting trees and, most recently, the construction of the Willow Tunnel, the school has created an interesting and attractive environment which makes a very positive contribution to developing pupils' aesthetic awareness. The large wildlife area supports pupils' learning in science and geography and the extensive playing field provides a very good facility for games activities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to improve the quality of education offered by the school the headteacher, staff and governors should:

1) improve the standards in information technology at the end of Key Stage 2 by:

- increasing the number of computers and range of software:
- ensuring a consistent approach to the teaching of skills:
- using computers more effectively in other subjects.
(Paragraphs 7, 24, 102 – 106)

(The school has a good action plan for this subject and has begun to improve the provision)

2) improve the rate of learning for pupils by;

- ensuring that all lessons have sufficient pace and rigour so that pupils work at a productive rate and are challenged:
- making more effective use of assessment which focuses on developing the skills, knowledge and understanding of pupils in the different age groups in each class:
- using marking to pinpoint areas for development in the pupils' skills.
(Paragraphs 2, 21, 22, 96, 118-120)

3) improve the provision and rate of progress for children under five by:

- providing further in-service training to improve the teacher's understanding of the curriculum for under-fives.
- extending expertise in planning work which challenges the children:
- achieving a more consistent balance between adult directed and child chosen activities:
- sharpening up the management of children so that they settle more quickly to work.
(Paragraphs 11, 19, 24, 54 – 60)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Improving the provision for music and art: (Paragraphs 84 – 86, 107 – 109)
- Improving the management of the behaviour of pupils in some lessons: (Paragraphs 11, 20, 55, 121)
- Using the daily act of collective worship to promote spiritual development more effectively: (Paragraph 30)
- Making better use of reading records in Key Stage 2. (Paragraph 67)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|----------------------------------------------------------------------|----|
| Number of lessons observed | 30 |
| Number of discussions with staff, governors, other adults and pupils | 35 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 3 | 48 | 41 | 7 | 0 | 0 |

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

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y6 |
|------------------------------------------------------------------|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | | 95 |
| Number of full-time pupils eligible for free school meals | | 2 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---------------------------------------------------------------------|---------|---------|
| Number of pupils with statements of special educational needs | | 1 |
| Number of pupils on the school's special educational needs register | | 13 |

English as an additional language

| | No of pupils |
|---------------------------------------------------------|--------------|
| Number of pupils with English as an additional language | 0 |

Pupil mobility in the last school year

| | No of pupils |
|------------------------------------------------------------------------------|--------------|
| Pupils who joined the school other than at the usual time of first admission | 4 |
| Pupils who left the school other than at the usual time of leaving | 5 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 5.3 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0 |
| National comparative data | 0.5 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

| | | | | |
|----------------------------------------------------------------------------------------|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 1999 | 9 | 6 | 15 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---------------------------------------------|----------|---------|----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 7 | 9 | 8 |
| | Girls | 6 | 6 | 6 |
| | Total | 13 | 15 | 14 |
| Percentage of pupils at NC level 2 or above | School | 87 (90) | 100 (90) | 93 (100) |
| | National | 82 (80) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|-----------|
| Numbers of pupils at NC level 2 and above | Boys | 7 | 8 | 9 |
| | Girls | 6 | 6 | 6 |
| | Total | 13 | 14 | 15 |
| Percentage of pupils at NC level 2 or above | School | 87 (90) | 93 (90) | 100 (100) |
| | National | 82 (80) | 86 (84) | 87 (85) |

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

| | | | | |
|----------------------------------------------------------------------------------------|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 1999 | 7 | 3 | 10 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 3 | 4 | 6 |
| | Girls | 3 | 3 | 3 |
| | Total | 6 | 7 | 9 |
| Percentage of pupils at NC level 4 or above | School | 60 (62) | 70 (54) | 90 (77) |
| | National | 70 (65) | 69 (59) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 5 | 4 | 7 |
| | Girls | 3 | 3 | 3 |
| | Total | 8 | 7 | 10 |
| Percentage of pupils at NC level 4 or above | School | 80 (54) | 70 (54) | 100 (69) |
| | National | 68 (65) | 69 (65) | 75 (71) |

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | |
| Black – African heritage | |
| Black – other | |
| Indian | |
| Pakistani | |
| Bangladeshi | |
| Chinese | |
| White | 95 |
| Any other minority ethnic group | |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | | |
| Black – African heritage | | |
| Black – other | | |
| Indian | | |
| Pakistani | | |
| Bangladeshi | | |
| Chinese | | |
| White | | |
| Other minority ethnic groups | | |

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|------------------------------------------|-------|
| Total number of qualified teachers (FTE) | 3.8 |
| Number of pupils per qualified teacher | 25 |
| Average class size | 23.75 |

Education support staff: YR – Y6

| | |
|-----------------------------------------|----|
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | 45 |

Financial information

| | |
|--------------------------------------------|-----------|
| Financial year | 1998/1999 |
| | £ |
| Total income | 168,058 |
| Total expenditure | 170,771 |
| Expenditure per pupil | 1,919 |
| Balance brought forward from previous year | 19,337 |
| Balance carried forward to next year | 16,624 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 93 |
| Number of questionnaires returned | 37 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|------------------------------------------------------------------------------------|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 54 | 46 | 0 | 0 | 0 |
| My child is making good progress in school. | 46 | 54 | 0 | 0 | 0 |
| Behaviour in the school is good. | 22 | 73 | 0 | 0 | 5 |
| My child gets the right amount of work to do at home. | 27 | 54 | 11 | 3 | 5 |
| The teaching is good. | 35 | 62 | 0 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 32 | 51 | 11 | 0 | 5 |
| I would feel comfortable about approaching the school with questions or a problem. | 59 | 38 | 0 | 0 | 3 |
| The school expects my child to work hard and achieve his or her best. | 54 | 41 | 3 | 0 | 3 |
| The school works closely with parents. | 30 | 68 | 0 | 0 | 3 |
| The school is well led and managed. | 30 | 62 | 3 | 0 | 5 |
| The school is helping my child become mature and responsible. | 35 | 65 | 0 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 8 | 49 | 35 | 0 | 8 |

Other issues raised by parents

Parents were very positive about the work of the school.

They felt that reading was taught well but had some concerns about the National Literacy Strategy

Pupils with special educational needs are supported well as are the more able.

Some concern was expressed about the provision for information technology.

They would like their children to have more opportunities for sport.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

54. At the time of the inspection six children were under five and they were taught in the Reception class. Almost all children benefit from pre-school educational experience before starting school. Their attainment on admission is at the level expected of four-year-olds. The children are taught in a small class and have good access to a separate outdoor play area. The children, including those with special educational needs, settle quickly into the school's routines and make satisfactory progress. By the time they are five they attain the Desirable Learning Outcomes in all of the areas of learning. Since the previous inspection the staff working with children under five have changed and the provision, although satisfactory is not as good as it was. Parents express satisfaction about the start made in the Reception class and their views are partially justified by inspection evidence. However, the children do not make as much progress as possible due to insufficiently high expectations, weak organisation of tasks and imbalance between adult-directed and child-chosen activities.
55. By the age of five, the children attain the Desirable Learning Outcomes in their personal and social development. They take turns and share equipment and toys. They work together effectively in activities such as sand and water play and show independence in selecting and wearing protective clothing. Most are keen to explore new things and they show pleasure when looking at books. They usually play together well and behaviour is mostly good, although on some occasions they become too boisterous. The teaching is satisfactory and sufficient opportunities are provided for working with adults and in groups so that the children gain in confidence and self-reliance. The children have begun to form friendships and they show respect for others, including adults. They begin to show real interest in some lessons for example, in drawing they are fascinated by the marks made by using different pencils and charcoal.
56. By the age of five the children attain the Desirable Learning Outcomes in language and literacy. More able children achieve beyond this and are making good gains in their early reading. When listening to stories the children pay careful attention, often joining in excitedly when they recognise words or repeated phrases. They speak clearly and confidently, using a suitable range of vocabulary to express their feelings. The teaching is satisfactory and the children are taught to respect books, handle them carefully and they enjoy looking at them. The good range of books available provides a stimulus to the development of early reading skills. The children, including those with special educational needs, make satisfactory and consistent progress in recognising initial letters and they begin to use the sounds that letters make to recognise patterns and simple rhymes. The teacher keeps useful records of the children's progress in reading and regularly checks up on them to see what has been learned. Planning is satisfactory. However, insufficient direction is given in helping the children to focus on language skills through structured play.
57. By the age of five the children attain the Desirable Learning Outcomes in the mathematical area of learning. Progress is satisfactory for all children including those with special educational needs. In their sand and water play the children become familiar with vocabulary such as bigger and smaller, and they begin to make reasonable estimates about how much a container will hold. They count to 10 and the more able confidently recite numbers beyond 20. The teaching is satisfactory and the children are given access to a suitable range of resources that help them to sort, match and count at appropriate levels. The children show an improving understanding

of simple addition, adding on one to another number without hesitation. The teacher corrects mistakes and makes good use of group work to introduce new ideas.

58. The children, including those with special educational needs, make satisfactory progress in developing an understanding and knowledge of the world. By the age of five they attain the Desirable Learning Outcomes in this area of learning. The children talk confidently to adults about their families recognising the oldest and youngest members. They describe where they live and know that the school is located in a rural area. Most understand that life in a large town is different from their own. They enjoy using construction toys and making a variety of recognisable objects. The children communicate their creative ideas through the use of software for art and use computer programs to help them with counting and sequencing to develop their numeracy skills. The teaching is satisfactory and good use is made of classroom helpers. For example, the children carefully and enthusiastically design a garden and add suitable detail to make it attractive. They have a good understanding of how seeds grow and know that living things usually need light, food and water.
59. The children, including those with special educational needs, make good progress in their creative development and by the age of five attain the Desirable Learning Outcomes in this area of learning. The teaching is good and the focus on developing skills is effective, for example, the teacher allows just the right balance between directly showing the children how to use a variety of pencils and allowing them the freedom to choose and experiment. As a result the children's drawing skills develop at a good rate and their pictures are clear and interesting. The teacher provides suitable opportunities for role-play. The children enjoy dressing up and acting the story of Cinderella with some imaginative interpretations and variation from the original. This area of learning is taught well due to the teacher's good knowledge and understanding and the effective support provided by the teacher.
60. By the age of five the children attain the Desirable Learning Outcomes in their physical development. The children, including those with special educational needs, make consistent and satisfactory progress. In the lesson seen the children responded well to musical sounds to create movements which were in harmony with the rhythm. They show appropriate balance and control and an awareness of space and others. The teacher makes good use of a taped broadcast, pausing it appropriately and making helpful suggestions which promote good attention and develop the children's competence in making simple sequences.

ENGLISH

61. At the time of the last inspection, standards in English were broadly in line with national averages for seven-year-olds in reading, spelling and handwriting, but standards in writing were below average. This weakness has been positively addressed and attainment by the end of Key Stage 1 in speaking and listening, and in reading and writing is now above average. At the time of the previous inspection, standards were a little below average by the end of Key Stage 2 but attainment is now average. Specialist teaching at Key Stage 2 has recently been introduced and this is beginning to have a positive impact on improving attainment. The school keeps appropriate records showing a variation in the percentage of pupils with special educational needs which impact upon results in national tests. Inspection evidence confirms that in such small cohorts, the proportion of pupils with special educational needs has a significant impact on the overall attainment of pupils. The regional dialect, which means that pupils at the end of Key Stage 2 say and write, for example, 'would of' and 'could of', also affects performance in writing tests when grammatical

construction is being judged. Over the last three years, 1997-1999, results indicate that performance in National Curriculum tests has improved steadily and Key Stage 1 results have showed improvement which is better than the national trend. At Key Stage 2 the steady improvement is in line with the national trend. The performance of girls in English tests is better than that of boys at the end of both key stages, although the results are skewed by the wide variation in number of boys and girls in each cohort. Inspection evidence does not show any significant difference between the attainment of boys and girls and the school's approach to teaching English focuses well on each group of pupils.

62. The results of National Curriculum tests at the end of Key Stage 1 have been consistently well above average with particular strengths in reading and writing. A good proportion of pupils attains the higher level 3. This is due to the effective teaching of basic skills and regular practice at home and school. Current work indicates that pupils are achieving above the levels found in other schools in reading and writing. Pupils with special educational needs make good progress in relation to their prior attainment and it is a mark of the school's successful approach that many attain the nationally expected level by the age of seven. More able pupils learn at a good rate and read and write effectively. Good elements in teachers' planning ensure that higher attaining pupils are well challenged in writing tasks. Although the percentage of pupils attaining average levels in National Curriculum tests in English by the end of Key Stage 2 has been below average for three years the pupils are now making better progress due to the effective use of specialist teaching. Inspection evidence shows that pupils attain average standards. Differences between National Curriculum test results and inspection findings are due to the variation in the proportion of pupils with special educational needs in these small cohorts, the improved teaching and the impact of the National Literacy Strategy on classroom practice. Pupils with special educational needs have concise targets for learning and specialist support in English lessons. They receive very good support from learning support assistants and are making good progress towards their targets. However, there is insufficient emphasis on raising standards in reading for pupils at Key Stage 2. Regular reading practice ensures that standards are in line with those in similar schools and shared text reading is an established feature of the literacy hour. However, more emphasis is needed on developing pupils' skills of skimming and scanning text to extract information from non-fiction texts.
63. By the end of Key Stage 1 pupils' attainment is above that found in similar schools in speaking and listening, and in reading and writing. When speaking, pupils express their views and opinions on text simply but clearly, with a growing vocabulary, showing that they have listened well. Attainment is good in speaking and listening, because pupils are warmly encouraged to join in discussions. Questions are worded appropriately for particular groups of pupils, so that understanding is clear. Achievement in reading is good. Pupils practise their reading regularly with parents and other helpers and opportunities for reading during the literacy hour are well used by teachers and pupils. When reading, higher attaining pupils are very enthusiastic and extract information from pictures to enhance the retelling of a story. All, except those with special educational needs, use picture clues and sound out words when they need to. Pupils use the library regularly and higher attaining pupils understand the system for finding a poetry book in the library. Writing is good. All pupils, including those with special educational needs when appropriately supported, write clear sentences using good and imaginative vocabulary. Eighty-five per cent of pupils recognise blends at the beginning of words and their knowledge of letter sounds is very secure. Pupils usually spell simple words correctly and some pupils are developing accuracy in the spelling of more complex words. Tasks are well planned to challenge pupils, and expectations are high that pupils will complete tasks and that

pupils with special educational needs will reach their learning targets. These are clear and appropriately detailed enabling pupils to make good progress.

64. By the end of Key Stage 2, the majority of pupils achieve as well as pupils in similar schools and make satisfactory progress in English lessons. Pupils use appropriate language to express their thoughts and opinions and their speaking and listening skills are above average. Higher attaining pupils clearly explain their preferences for books. Pupils have a satisfactory understanding of how to find and use information books, using the index and contents pages appropriately. In Key Stage 2, pupils' writing skills are in line with what is expected for their age. Over half of pupils use good adjectives, alliteration and onomatopoeia, and understand that poetry has different forms. Capital letters, full stops and question marks are used consistently and more complex punctuation is developing well. Vocabulary is interesting and imaginative, and there is no noticeable difference between the attainment of boys and girls. For example, when working on kennings they use this Viking format for poetry accurately and sensitively. In all their work, pupils express their thoughts clearly and most present their work neatly using a well-developed cursive style of handwriting. The high proportion of pupils with special educational needs in Year 6 (41per cent) work well and make good progress. However, dialect and use of non-standard English hamper their attainment. For example, when using contractions in writing and in speech some from this group thought that 'who'd' would mean 'who did'.
65. The literacy hour has been implemented effectively. Teachers have a good knowledge of the National Literacy Strategy and plan lessons well. The shared text session is crisply focussed. Skilled use of questioning, adapted appropriately to the needs of each pupil, encourages pupils to express their views and supports learning in speaking and listening well. Group work is effectively used to enhance the teaching of writing skills, but at Key Stage 2, although regular reading practice with adult support ensures that progress is satisfactory, insufficient focus is given to developing higher skills when reading, for example, gathering information or summarising text. Sufficient time is allocated to teaching English to ensure that pupils are given a good grounding in literacy skills and pupils use their skills effectively in other areas of the curriculum. For example, in history, Key Stage 2 pupils are able to make accurate lists and write good sentences, reporting events clearly and succinctly.
66. The quality of teaching overall at Key Stage 1 is satisfactory and 40 per cent is good. Most of the teaching is characterised by good planning and a crisp pace to lessons, and most pupils move from whole class sessions into groups quietly and swiftly, and settle to their tasks quickly. Word work is presented in interesting and challenging ways. Pupils remember the sounds well and are encouraged to contribute. Systematic teaching of basic punctuation like full stops and capital letters ensures that the majority of pupils in Key Stage 1 have a good understanding of their use although pupils with special educational needs in Year 1 find difficulty in compiling accurate sentences. The teacher's insistence on good letter formation ensures that the pupils make consistent gains in writing well-formed letters neatly and correctly. As a result, pupils, including those with special needs, have developed clear and legible handwriting, with higher attaining pupils using cursive script in controlled exercises. The pupils work at a productive rate and listen well to their teachers. They respond well to encouragement and behaviour in lessons is good.
67. At Key Stage 2, the overall quality of teaching is satisfactory and 17 per cent of teaching is good. A specialist teacher takes pupils through the key stage and subject knowledge is very good. Teachers' response to the introduction of the literacy hour is very positive. Lessons are clearly planned with appropriate aims, which ensure that pupils have appropriate tasks and apply themselves well. In good lessons at Year 5

and 6 pupils are challenged well and all pupils including higher attainers and those with special educational needs respond well, immersing themselves in their work and applying themselves with enthusiasm. A lesson in which Year 6 pupils studied and wrote kennings was particularly inspiring and pupils responded very well, producing sensitive work. Good relationships between teacher and pupils ensure a good response and pupils work at a brisk pace. Support staff are used effectively to help pupils with special educational needs and thorough assessment of their work, related to targets in their individual education programmes, ensures that good progress is made. However, although some appropriate records are kept regarding pupils' progress in writing skills, insufficient attention is paid to the keeping of reading records. These note how often a pupil reads to an adult and are encouraging, but fail to share targets for improving reading strategies.

68. The school library is used for fiction book loans and strong links with the local library ensure that pupils can order non-fiction books. A very well qualified library support helper ensures that the library is attractive and tidy, and contains a sufficient range of books to meet the interests and abilities of all pupils. Her own very good knowledge of individual pupils' reading abilities, brought about by long involvement with the school, ensures that books are interesting and appropriate to every pupil. Books are changed regularly and there is a high level of encouragement to try new authors, supported by very good knowledge of children's books. This makes a strong contribution to pupils' progress in reading.
69. The co-ordinator for English is extremely knowledgeable and has a high level of expertise. Her participation in a research project on teaching mixed age classes in the Literacy Hour is having positive benefits for the school. The organisation of groups during the literacy hour and the management of time and resources are being carefully planned to address the needs of all pupils. The effects of recent changes, both the use of specialist teaching and advice from the research project are being monitored and the school feels pupils are benefiting. Inspection evidence confirms this view. Standards are rising at Key Stage 2, particularly the standard of pupils' writing. The co-ordinator tracks pupils' performance in English, analysing test results carefully for any mismatch between anticipated results and performance. Areas for development in teaching are carefully identified to address these needs and the school is well placed to improve standards further.

MATHEMATICS

70. Pupils in both key stages achieve well in mathematics. Standards and teaching have improved since the previous inspection. Standards attained in the National Curriculum tests at the end of Key Stage 1 have been consistently well above average and at Key Stage 2 they have risen from below average in 1998 to above average. This success has been achieved through a good focus on number work and applying mathematical skills to solving problems. Pupils work at a good rate and progress is good throughout both key stages. The good teaching, based firmly in the National Numeracy Strategy has impacted well on pupils' ability to calculate quickly and accurately. There is little difference between the performance of boys and girls although variation in the size of cohorts and the preponderance of boys with special educational needs does show some differences in the test results at the end of Key Stage 1. More able pupils are given sufficient challenge aided by the school's use of specialist teaching in Key Stage 2.
71. By the end of Key Stage 1 the pupils have a secure knowledge of numbers to 20 and beyond and are competent in addition and subtraction. Higher attainers understand

simple multiplication and most know multiplication facts for the 2, 5 and 10 times tables. They recognise and name two and three-dimensional shapes and understand their properties. Most measure accurately and make reasonable estimates using comparative vocabulary well. They use their knowledge of numbers to solve problems involving money and also apply their understanding of pattern to identify series of numbers and predict the next in a sequence. Pupils with special educational needs receive good support and their individual education plans are used well to guide planning and to set work which is matched effectively to their needs. All pupils make good progress.

72. By the end of Key Stage 2, the standards are above average in most aspects of mathematics but more needs to be done to teach data handling. Little evidence of work was seen in graphs and probability but discussions with pupils showed that they had a satisfactory understanding of these areas. The pupils have good number skills and are able to calculate using several operations well. They combine their skills of addition and multiplication and understand the relationship between them. They have a good understanding of place value and use numbers up to 10,000 with confidence. More able pupils calculate fractions and percentages showing a good knowledge of the links between division and subtraction. Pupils with special educational needs begin to use and understand decimal notation through solving problems with money. However, there is insufficient use of computers in data handling.
73. Behaviour in lessons is good and the pupils respond well to the encouraging style and firm discipline of the teachers. Almost all of the pupils enjoy mathematics and are keen to complete homework and to extend their knowledge of multiplication tables through regular practice. They use their initiative well in solving problems and are keen to speculate on what might be the next number in a sequence and to use mathematical vocabulary to good effect.
74. The teaching is good and this impacts well on the rate of learning. Pupils are productive in lessons, settling quickly to tasks and remaining well focused throughout. In both key stages the teachers encourage the use of correct mathematical vocabulary and the pupils apply this to their work in other subjects. For example, in geography they use co-ordinates well and in history they make good use of timelines. In design and technology they measure accurately. The teachers start lessons with opportunities to learn number facts and the questions are directed at different levels of ability so that all can join in. This positive and encouraging style inspires confidence and even those who are less confident in mathematics make good gains in their learning. There is a good match of tasks to pupils' ability in most lessons although more needs to be done to ensure that pupils in different year groups are challenged appropriately. Sometimes the work in both key stages is too hard for the younger pupils and not demanding enough for the more able as planning focuses on whole class work. However, the work planned for pupils with special educational needs is well matched to their targets and the use of support staff is good. Teachers have high expectations of behaviour and also expect the pupils to work hard. Most of the pupils' books show evidence of good coverage of work in lessons and the teachers mark it correctly.
75. Relationships between staff and pupils are good. There is a positive atmosphere in the classrooms and good use is made of rewards to encourage learning. The teachers' good subject knowledge and commitment to the National Numeracy Strategy is paying dividends in accelerating the rate of progress in Key Stage 2. Another good feature is the way time is used at the end of lessons to recap on what has been taught. Teachers use this time well to assess what has been understood and to plan support for the next lesson. In Key Stage 1 the teacher and support assistant discuss the progress made by pupils with special educational needs and then set new targets. There are sufficient

resources which the pupils enjoy using. Homework is used satisfactorily to extend the pupils' numbers skills.

76. Some monitoring of teaching and learning has been done and the school makes good use of the results of National Curriculum tests to pinpoint areas for development. This has been successful in raising standards at both key stages and brought about more effective learning by focusing on the use of teachers' specialist knowledge. The small staff works together well to co-ordinate mathematics and ensure that there is a consistent approach.

SCIENCE

77. National Curriculum tests in science at the end of Key Stage 2 indicate that the proportion of pupils attaining the average level and the higher level 5 is above the national average and above that achieved in similar schools. Inspection evidence confirms this picture. Results in the National Curriculum teacher assessments at the end of Key Stage 1 show that almost all pupils attain the expected level but no pupil attains the higher level 3 (well below the national and similar schools comparison.) Standards at the end of Key Stage 1 are average overall but few pupils attain higher levels. There is no significant difference between the performance of boys and girls. The school has remedied the weaknesses identified in the previous inspection and standards and teaching have improved although some work remains to be done in Key Stage 1 in providing more challenge and improving the quality of teaching. Analysis of the school's performance over time shows improving levels of attainment in Key Stage 2. The rate of improvement has been better than the national trend in tests for 11 year olds
78. Progress in science overall is satisfactory with pupils making the most progress in Years 5 and 6. Pupils with special educational needs make good progress in science as they receive good support. More able pupils in Key Stage 2 are challenged sufficiently and they attain standards which are above average. The school makes good use of specialist teaching in science which is particularly effective in Key Stage 2. Pupils make very good use of their numeracy and literacy skills in recording their findings and manipulating and interpreting scientific data although insufficient use is made of graphs to present work.
79. By the end of Key Stage 1 attainment is average but too few pupils attain higher levels in their work. Pupils in Key Stage 1 have a secure understanding of all the aspects of science and a good grasp of scientific vocabulary. They use this well when recording the results of experiments. They make satisfactory gains in understanding fair tests and in planning experiments. They know that plants and animals usually need light, water and food to grow and the clearly identify the stages of human development. They talk knowledgeably about magnets and simple electric circuits.
80. By the end of Key Stage 2, pupils have a secure grasp of scientific processes and are good at predicting outcomes of experiments, ensuring that tests are fair and using scientific terms competently. They classify animals and plants and investigate ways in which the environment affects growth. They are familiar with physical processes and higher attainers talk about famous inventors who have influenced society. They understand the difference between liquids, gases and solids and know that some changes are reversible.
81. The pupils enjoy science and are particularly keen on opportunities to investigate and experiment. They take good care of equipment and resources and show pride in their

work. They are mostly well behaved although in Key Stage 1 they become distracted when the teaching lacks challenge. Older pupils enjoy using their initiative and take good care to ensure that experiments are conducted fairly.

82. The rate of learning is quicker at Key Stage 2 than at Key Stage 1 due to the teacher's wide subject knowledge and specialist skills. The work is more challenging in Key Stage 2 and results in a deeper understanding of concepts. The teaching is satisfactory overall but good in Key Stage 2. This is due to specialist teaching, very good use of the school's environmental area and a strong scheme of work. Planning is thorough and follows the detailed and effective scheme of work which includes helpful guidance for staff. However, in some lessons in Key Stage 1 the planning does not focus on what the different year groups are to achieve and this results in some loss of challenge for the more able. In Key Stage 1 the expectations are not high enough and this results in some loss of concentration by the pupils and slows down the rate of learning. Teachers in both key stages mark the pupils' work regularly and correctly but there are few comments to guide the pupils on how they might improve. Teachers use resources well to support learning and place a good emphasis on practical tasks. A good example is the use of the school's outdoor area for work in natural science. The pupils find this work very interesting and respond with enthusiasm to the teaching. In most lessons the pupils work productively and enjoy writing detailed accounts of what they have done. However, on some occasions the completion of worksheets inhibits expression and does not capitalise on the pupils' willingness to work. Resources in science are good though some tasks are difficult to complete due to a lack of computers.
83. The co-ordinator has a good understanding of the work done in science throughout the school. There has been some monitoring of pupils' work and planning but more needs to be done to focus on improving the teaching in Key Stage 1 so that pupils work at a sufficiently demanding level.

ART

84. Standards of attainment in art at the end of both key stages are in line with those expected for the pupils' age. Pupils, including those with special educational needs and the more able, make satisfactory progress in both key stages. However, there is a weakness in the pupils' knowledge and understanding of the work of famous artists. Much of the pupils' art is linked to topics and there is not enough teaching of skills and techniques. Standards are about the same as at the time of the previous inspection. There is some evidence of good work in ceramics and clay tiles which include the effective use of tools for shaping and adding detail.
85. However, in some instances the school makes good use of local artists who bring specialist knowledge of their work and encourage the pupils to develop an understanding of the practical application of skills. For example, in their work on using clay to create ceramic tiles. Pupils in both key stages, have a secure knowledge of how to mix paint, blend colours and use tints to make effective and recognisable portraits. In Years 1 and 2 the pupils enjoy using paint and produce effective pictures to illustrate historical events. They make satisfactory use of a range of materials to make collages. In Key Stage 2 the pupils copy intricate designs of Victorian costume and add detail effectively using crayon and pencil. They improve their observational drawing through the use of sketchbooks and older pupils accurately draw artefacts adding good detail. The limited range of pencils available hampers their progress.

86. The teaching is satisfactory although the absence of an up-to-date scheme of work limits the consistent teaching of skills. Teachers have a suitable knowledge of the National Curriculum programmes of study. There is limited co-ordination of the work between key stages and some repetition occurs. The school has satisfactory resources for basic artwork but lacks a wide range of tools and materials to bring the subject to life. The pupils behave well in lessons and take care of equipment and resources. In lessons, the teachers encourage the pupils and make suggestions about developing techniques such as shading but there is insufficient practise of such techniques in sketchbooks and pupils have few opportunities to experiment and use their initiative.

DESIGN AND TECHNOLOGY

87. Pupils, including those with special educational needs and the more able, make satisfactory progress in design and technology in both key stages. All aspects of the subject are covered. The pupils develop their designing, making and evaluative skills through a wide range of activities. Pupils show good levels of concentration and remain absorbed by the task. The standards and teaching of the subject have improved since the previous inspection. Standards of attainment in design and technology at the end of both key stages are in line with those expected for the pupils' age.
88. In Key Stage 1 pupils identify the difference between fixed and free axles. They draw and annotate simple plans to communicate their ideas. They have a satisfactory understanding of how every-day products work and are familiar with the concept of moving parts. Pupils handle objects carefully and are sensitive to the fragile nature of some materials. There is a good range of construction materials available to pupils and they are very competent in handling and making a variety of items. Models made from junk materials are sturdy and show an appropriate range of design and making skills.
89. Having produced suitable designs, Year 3 and 4 pupils develop structures from rolled paper to test strength and the impact of forces. They assess the shortcomings in their constructions and suggest ways to improve their work. The teachers make very good use of outside stimuli as starting points for technology work as illustrated by the prism theatres and puppets. These opportunities are used effectively to develop the pupils' skills in card engineering and construction. In both key stages, pupils work well together and co-operate effectively on shared tasks and activities. They listen well to instructions and to the views of others and collaborate very well when working in pairs and groups. Behaviour is good. The teachers keep the lessons moving on with suggestions which help to focus the pupils on their tasks.
90. Pupils' technology skills support geography work through the design of posters featuring different typefaces and three-dimensional effects. Pupils enjoy opportunities in food technology and the making of Greek food in Years 3 and 4 was a very effective way of linking the subject to history. Teachers also make good use of visits and visitors. A visit involving the Primary Construction Road Show allowed the pupils to gain a greater insight into construction techniques using a variety of everyday materials. Years 5 and 6 use design and technology skills to enhance their work in developing a game based on magnetism, using their numeracy skills well to measure accurately.
91. The teaching is mostly satisfactory and has some strengths. Teachers have a good knowledge and understanding and demonstrate very good questioning techniques to assess and promote learning. The teaching includes well focused planning. The

teachers' good knowledge of the National Curriculum programmes of study and other national guidelines is used well to ensure that the pupils have good opportunities to make, evaluate and design products. Pupils are given the opportunity to try out their own ideas and teachers offer advice and guidance at appropriate moments thus stimulating learning. The teachers offer positive criticism to help the pupils to improve. The pupils' work is displayed effectively and enhances the school's corridors and entrance hall. The range of resources is satisfactory with a balance of manufactured and junk materials available to pupils to develop a range of construction skills.

GEOGRAPHY

92. No geography lessons were seen during the inspection due to the school's topic cycle. Analysis of pupils' work, discussions with pupils and staff, scrutiny of plans and resources show that standards are in line with expectations by the end of Key Stage 1 and above expectations by the end of Key Stage 2. This represents good improvement since the previous inspection when standards were low. Teachers' plan carefully when teaching geography and make the subject interesting. They incorporate opportunities for developing skills in other lessons. For example, pupils in Years 3 and 4 were encouraged to read maps and locate places using co-ordinates when studying the history and legends of Ancient Greece. This enabled them to use their mathematical skills well. Progress for all pupils, including those with special educational needs and the more able, is satisfactory at Key Stage 1 and good at Key Stage 2
93. Pupils in Key Stage 1 use a map to find the places visited by Barnaby Bear in Europe and locate London and Aslacton on a map of Britain. They increase their knowledge and understanding of Europe by following the journeys of Barnaby Bear, who is photographed in all the places he visits. In writing about his visits to other countries pupils use appropriate vocabulary and higher attaining pupils distinguish between England and the United Kingdom. Pupils gain understanding of different ways to travel from place to place, differences in climate and the need for a passport when crossing the borders of countries. Local walks and visits improve pupils' understanding of their own village and locality.
94. In Key Stage 2, pupils develop their knowledge and understanding of the subject well. Their ability to locate places in atlases and on maps improves significantly so that when studying a contrasting region in the United Kingdom, pupils show a good grasp of grid references and use a street map and town plan effectively. Higher attaining pupils locate different types of buildings, for example, a church, the bus station and eating-places using town plans, route maps and keys. Their study of the mountains of the world enables them to name the highest mountains in several countries, identifying those that are also volcanic. They have used the Internet to research places in Britain and Europe and have a good knowledge of the countries of the European Union, which has been well supported by their homework tasks. Pupils in Year 3 and 4 locate Greece on a map of Europe and know that Greece is a European country with a different culture, heritage and life style from their own; they also identify the reasons for these differences. Pupils with special educational needs make good progress in this subject. Their tasks are clearly defined and appropriate and they are well supported when working.
95. Pupils' attitudes towards geography are good. Their work shows that they become very involved and use their research skills with enthusiasm, completing tasks carefully and neatly. Pupils in Year 5 and 6 discuss their work willingly and express their ideas clearly, talking about the places they have visited both from school and for holidays,

locating them on maps or the globe and comparing scenery, weather and lifestyles. The pupils' behaviour is good and they willingly share books and other resources.

96. Teaching at Key Stage 1 is satisfactory and at Key Stage 2 it is good. Planning is consistently good and is based on national guidelines. At Key Stage 2, pupils' work shows that they are given good opportunities to express their views and to learn about other places, and challenging tasks encourage the development of their map-reading skills. Discussions with pupils confirm that they are encouraged to talk about their work and to clarify any problems, which has a good impact on extending their knowledge and skills. Helpful and encouraging comments in the marking ensure that teachers convey what pupils must do to complete their tasks. However, there are few targets set to guide the pupils on how they might improve. Questioning is used to good effect in teaching with worksheets adapted to pupils' individual needs, enabling all pupils including those with special educational needs to work at a good pace.

HISTORY

97. At the time of the last inspection standards in history for seven-year-olds were in line with what is expected for their age, and current inspection evidence indicates that this is still so. By the end of Key Stage 1 pupils have established an understanding of past and present, old and new, picking out from pictures, modern features like cars and recognising that a church made of stone survives in spite of changes in the environment, through the centuries. Their understanding of the passage of time is good. They helped to complete an accurate, shared historical record of events in the life of the school during the last year of the millennium. They know the stories of the Great Fire of London and Samuel Pepys, and are beginning to understand the concept of historical sources.
98. Standards in history at the end of Key Stage 2 were generally in line with national expectations at the time of the last inspection, although higher attaining pupils were insufficiently challenged. Inspection evidence shows that this weakness has been remedied. No underachievement is in evidence and challenges for all pupils are good, resulting in a significant improvement in standards, which are now good. All pupils, including those who have special educational needs have a good level of understanding about differences between the Victorian Age and modern life, as it relates to schools, working conditions and clothes. They know the names of the Tudor monarchs and recognise reasons for social changes in society across the centuries. Pupils use a variety of sources, for example books, copies of original records, portraits and pictures to research their work. They also understand that accounts of the same incidents from different sources may vary, and why this is so.
99. Pupils make satisfactory progress in learning history, and at Key Stage 2, progress is good. When progress is good, it is based on very good knowledge of the subject amongst teachers, and teaching methods and challenges which are used to enthuse and inspire pupils. This helps to maintain pupils' involvement in tasks and results in a good pace of learning in lessons. A good scheme of work ensures that good progress is made in the learning of research skills, so that understanding develops well across the key stage. Pupils in Year 3 and Year 4 develop good note taking skills which are well used in Years 5 and 6 to extract and collect information from a variety of sources. In Years 3 and 4 pupils learn to look at the culture and traditions of a country in the past, and compare this with modern times, using food, drink and legend to enhance their study. In Years 5 and 6 they investigate sources of evidence in social history and handle artefacts from the Victorian era. Older pupils use their skills well to investigate all aspects of Victorian life, so that higher attaining pupils can speak confidently about

Victorian schools, and relate it to their own experience of school. Pupils understand that in a Victorian school, the oldest pupils would be 'squashed in at the back' or, if poor, would have to go out 'to work in dirty places.'

100. Attitudes are at least satisfactory and in lessons at Key Stage 2 often very good. Pupils are very interested in history and appreciate the Victorian buildings in the locality. They listen well and are genuinely intrigued by the effects of social change and the lives of people in the past. Year 5 and 6 pupils display a very good attitude, engendered by a very high level of teacher enthusiasm. They share information with other pupils and their teacher in an atmosphere of industrious involvement and animated discussion. Pupils take care to describe their findings using well-developed literacy skills. Pupils are courteous to each other whilst working together in pairs or groups, and listen with respect when others are speaking. For example pupils in Year 3 and 4, when involved in practical activities like Greek cooking, mask making and designing menus from the past, shared books, tools and ideas very generously, commenting positively on the efforts of others. Pupils express their views confidently, for example, a Year 6 pupil vividly described life in a hot, cramped Victorian schoolroom. Pupils in Key Stage 1, when encouraged to look for clues relating to the passing of time, were clear in their view that cars belong to modern times but a stone church is very old. All pupils present their work neatly and carefully, and work is enhanced by good drawings.
101. Teaching in history is never less than satisfactory. At Key Stage 2 teaching is good overall and in half of lessons it is very good. Throughout the school, teachers' planning contains sufficient detail to extend pupils' knowledge. Teachers' expectations, where lessons are good and very good, are high. Tasks are varied and challenging and ensure that all pupils use and improve their research skills. In very good lessons, a high level of interaction between pupils and teacher, with challenging questions and a very good level of teacher knowledge ensure that pupils apply themselves to their tasks enthusiastically. Good management of pupils, time and resources contribute significantly to pupils' good progress. Artefacts from Victorian times and from Greece and visits to places of interest, for example Holt Hall, where pupils dress in Victorian costume, are well used to bring to life another time and encourage pupils' enthusiasm and learning.

INFORMATION TECHNOLOGY

102. There has been some improvement in the subject since the previous inspection with standards in Key Stage 1 better than they were. Teachers have improved their skills and competence in the teaching of information technology although the limited resources available for teaching have hampered the development of the subject at Key Stage 2. At the end of Key Stage 1 standards in information technology are in line with expectations but few pupils attain the expected levels by the end of Key Stage 2 and standards are below national expectation. Although some aspects of information technology teaching have kept pace with recent developments in the subject, opportunities are very limited for pupils to develop appropriate skills. The lack of computers prevents pupils from developing keyboard and computer skills and hampering their progress. They are limited in what they can achieve in school although a majority of pupils are developing their research and inquiry skills and the use of the Internet at home. The school has had considerable difficulty with breakdown of computers, and opportunities to use in information technology lessons are very restricted.

103. By the end of Key Stage 1 pupils name the parts of a computer system, control a mouse confidently and accurately, and communicate their thoughts and ideas successfully. They know the basic functions of a keyboard. Pupils communicate their creative ideas through art packages and use programs on counting and sequencing to develop their numeracy skills.
104. In Key Stage 2 there is little systematic teaching of communication skills through information technology due to lack of resources. Pupils in Year 3 and 4 have made use of information from CD-ROM to support their work in geography and history. Pupils with special educational needs benefit from using a computer based reading program. Most pupils change the style, size and colour of font but are unfamiliar with cut and paste and other editing techniques. Pupils' knowledge and use of spreadsheets and desktop publishing is weak although a number of pupils have been involved in the exchange of e-mails with contacts in Denmark. Pupils are familiar with using some elements of control technology.
105. Pupils have a positive attitude to computer-based learning and are eager to develop their skills. They enjoy the extra responsibility of being able to use the computers during the lunchtime period. No direct teaching of information technology was seen during the inspection. Teachers have a secure knowledge and understanding of information technology, although they lack the resources to make use of their subject knowledge effectively. All classrooms feature computer-generated notices, charts, labels and information and pupils are familiar with the impact that information technology has on every day life. The scheme of work is based on national guidelines and assessment procedures already exist for the monitoring of progress and the acquisition of skills.
106. The school has produced an impressive development plan for the subject and is well placed to raise attainment in the subject. However, their efforts are constrained by delays in the supply and delivery of computers to the detriment of pupils' learning.

MUSIC

107. Standards in music are at a similar low level as at the time of the previous inspection and the music curriculum has not been improved sufficiently. No teaching was seen during the inspection due to the school's timetable arrangements. Judgements are based on scrutiny of planning, discussion with staff and pupils, observation of video recordings and singing in assemblies. In both key stages the pupils have appropriate skills in singing. In performing to an audience they concentrate well and try hard to express the meaning of the songs. Pupils obviously enjoy singing and, in their performance, often add percussion accompaniment.
108. The school employs a support teacher to work with the pupils in singing and the pupils say that they enjoy these occasions. The work is of a satisfactory standard as seen in video recordings. However, in both key stages the pupils lack knowledge of the names and functions of instruments and have little understanding of recording and composing music. There are other limits in the teaching of the subject and few pupils can name a famous composer or talk about their work. They recognise several different styles of music but there are too few opportunities to appraise music and to link it to work in literacy.
109. No teaching was observed and the teachers lack confidence in the subject with a limited understanding of the National Curriculum programmes of study. The weak policy and scheme for music inhibits progress, and skills are not built upon between

the key stages. Music does not make a sufficient contribution to the pupils' spiritual and cultural development.

PHYSICAL EDUCATION

110. Standards in physical education are average at the end of both key stages, although there are weaknesses in dance at Key Stage 2. Standards are not as good as at the time of the previous inspection. However, the school has maintained good levels of performance in swimming which is a strength of the school.
111. In Key Stage 1 pupils demonstrate a good level of skill in controlling and passing a ball accurately. They construct sequences, control and co-ordinate patterns of movement and demonstrate very good response to musical stimuli in dance. Pupils show a good spatial awareness and evaluate their own movements and those of others to improve their performance. They are able to mimic the movement of animals, be precise in their movements and perform confidently in groups. The pupils respond well to their teachers' instructions. They show good listening skills and respond very well to the challenges offered. Pupils enter and exit the hall quietly, following instructions attentively. Praise from the teacher and an enthusiasm for the tasks ensures good levels of learning for pupils with all levels of ability. The lessons seen featured activities managed at a good pace and pupils develop a capacity for sustained energetic activity.
112. In Key Stage 2 most pupils control and propel a ball with accuracy and control in hockey but skills in dance are insufficiently high and the lack of attention in some lessons in Years 3 and 4 inhibits learning. In this lesson, a significant number of pupils showed immature responses, failed to listen to instructions and behaved badly. As a result of weak teaching insufficient learning took place. Teaching is good at Key Stage 1 and is poor in dance at Key Stage 2 due to ineffective management of the pupils. There are some gaps in the knowledge and understanding of the subject and lesson planning fails to ensure that an appropriate pace to the learning is maintained. Where lessons are good pupils are challenged, opportunities are created for their creative input and praise is well used to further learning and development.
113. All the requirements of the National Curriculum are met through a very comprehensive scheme of work. There is an appropriate balance of activities across both key stages and Year 5 and 6 pupils have the opportunity to participate in outdoor adventure pursuits during a residential visit. Pupils have suitable opportunities to experience games at a competitive level when taking part in inter-school sporting competitions in football and netball. Pupils benefit from the use of an extensive playing field and hard surface areas and an adventure area. Resources are satisfactory overall although there are some shortages of equipment for hockey.

RELIGIOUS EDUCATION

114. The school has maintained the standards reported at the time of the previous inspection. Standards in religious education are in line with the expectations of the local agreed syllabus by the end of both key stages. Current inspection evidence indicates that pupils' knowledge and understanding of Christian themes and festivals are in line with what is expected and sometimes better in Key Stage 2. However, there are some weaknesses in pupils' knowledge of other religious traditions.

115. By the end of Key Stage 1, pupils draw and write about what they learn from the Bible and can explain that a temple is a different sort of church. They know the importance of being kind and recognise that kindness is a quality strongly promoted by Jesus during His life. Their discussions about kindness show clear understanding of right and wrong and of the need to treat others with respect, and link appropriately with social and moral development. Pupils know about the major Christian festivals of Christmas and Easter.
116. By the end of Key Stage 2, pupils know that other faiths worship differently and have different celebrations from Christians. Pupils in Year 6 understand that Muslims have to be clean before they worship and must pray five times a day. Although they remember eating Hindu food to celebrate a special festival and remember some details about the Jewish faith and the clothes which Jewish people wear, their level of knowledge about other faiths is limited. Pupils at Key Stage 2 visit the local church and are aware of the importance of baptism and confirmation to Christians.
117. In Key Stage 1, pupils, including those with special educational needs and the more able, make good progress. They listen carefully in lessons and reflect upon the stories they are told. Good reminders about stories that they have already heard and things that they already know, consolidate their learning well. For example, when listening to the story of 'The Good Samaritan' pupils were reminded that an inn is like a hotel, and one pupil remembered that Jesus was born in a stable, as there was no room in the inn. Pupils tackle tasks eagerly and discuss their ideas about Jesus' teachings and His kindness, with thoughtfulness and sensitivity, deepening their understanding of the basis of the Christian faith.
118. In Key Stage 2, pupils, including those with special educational needs, make satisfactory progress. They continue to explore the stories of the Christian faith at an appropriate depth, and in discussion, Year 3 and 4 pupils show a good level of understanding of Lent, building on their understanding of the Easter story well. Pupils made up a short drama to illustrate persuasion, and difficulty in resisting temptation, which reflected their deepening level of personal thinking, and showed a growing awareness of their own personality. However, written tasks lack sufficient challenge and focus and pupils have too much time to complete them, so that their concentration wanes and writing does not reflect the good progress shown in discussion. Although pupils' knowledge of the Christian religion is good, their knowledge of the celebrations and life styles of people of other faiths is limited.
119. Pupils' response to religious education is good at Key Stage 1 and satisfactory at Key Stage 2. In Key Stage 1 good teaching ensures that pupils listen attentively and contribute well to discussions, sharing their thoughts and ideas, and waiting politely for others to finish before joining in. They settle to their written tasks quickly and complete them carefully. However, although lesson planning always ensures an appropriate variety of tasks, individual tasks sometimes lack challenge or focus. Pupils invariably respond well for part of the lesson, but this good level of involvement is not sustained throughout. Pupils talk amongst themselves and do not concentrate, so that although their writing and illustrations are neat and carefully presented, tasks are not completed.
120. The quality of teaching is satisfactory, with some good teaching at Key Stage 1. In both key stages, teachers' knowledge and understanding of the subject are good and stories are told well. The use of large text and colourful illustrations holds pupils' attention and is particularly effective in encouraging pupils to listen carefully, as when Year 1 and 2 pupils were told the story of 'The Good Samaritan'. However, at Key Stage 2 some elements of teaching are unsatisfactory. Group tasks are sometimes inappropriately planned to meet pupils' needs and there is insufficient challenge for

higher attaining pupils. In both key stages the use of resources is good. Staff working with pupils with special educational needs offer good support and help the pupils with special educational needs to clarify their thoughts and sustain concentration. Relationships between teachers and pupils are good. However, the good level of learning usually engendered is sometimes spoilt because insistence on high standards of behaviour is inconsistent and conversations between pupils when class discussions are taking place, are sometimes tolerated.

121. The provision of artefacts for pupils to learn about world faiths is insufficient. There is a good range of Christian story books and books about other faiths which make a satisfactory contribution to the quality of learning. Religious education contributes well to the school's spiritual, moral, social and cultural programme. The recently appointed co-ordinator has a good understanding of the subject and is keen to raise standards.